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ABSTRACT

A report is presented on a two-year project developed by the Cleveland Public Schools to develop and pilot-test a "packaged" curriculum model designed to support both the basic and functional skill development of high school students in each of five major content areas--English, social studies, mathematics, science, and technical-vocational education. The objective of this undertaking was to assist teachers in helping students master skills basic to the successful functioning in society. A preliminary needs assessment study revealed marginal literacy among some high school graduates. Thirty individual lesson packets were developed. The packets addressed such topics as using credit, job preparation, using telephone directories, and paying taxes. This report includes descriptions of the project goals and outcomes and a discusssion of the performance objectives for each phase of the project. An evaluation of every facet of the project is appended as well as examples of the contents of the Functional Life Skills packets. (JD)

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FUNCTIONAL LIFE SKILLS PROJECT

PROJECT TERMINATION REPORT

1977-1979

Prepared by

Ronald E. Gerboc
Research Associate

Typed by
Dorothy Brown

Delphya Gagliardi
Mildred Westmoreland
Project Managers

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Margaret Fleming

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FUNCTIONAL LIFE SKILLS PROJECT

Cleveland City School District
1977-79

A. Summary

With its inception in 1977, the Functional Life Skills Project initiated a process of inservice training of secondary school teachers in various subject content areas (i.e., English, mathematics, and social studies), curriculum and evaluative student material development in these same content areas, and field testing of the materials with appropriate control groups of students. As a consequence of these activities, project associates have produced a practical classroom instructional resource. The product should assist secondary teachers in helping today's students master various skills that appear to be basic to the successful functioning in our ever increasing complex technological society.

The Functional Life Skills Kit consists of 30 individual lesson packets. The topic of each packet focuses upon a relevant aspect of everyday life (i.e., consumer economics, occupational knowledge, community resources, as well as government and law). The packets address such topics as the following: using credit wisely, job preparation, telephone directories, paying taxes, etc. Each packet emphasizes and reinforces the attainment of such basic skills as reading, writing, computation, and problem solving.

The content of each packet consists of a teacher and student material component. The teacher materials include: an instructional overview, procedural guidelines, answer keys/reference materials, and mastery test. The student component contains activity sheets that require the user to become actively involved as the teacher presents each instructional procedure. Student materials are unstapled to facilitate the duplication of individual activities for classroom use.

Because of the materials' flexibility, they can be used to support a variety of instructional approaches. All of selective packets, for example, can be used as supplementary and fill-in materials in such secondary school content areas as English, mathematics, social studies, etc. The materials can provide a supplemental resource in such areas as career education, consumer education, or guidance classes. The packets may be used in "basic skills" classes to reinforce specific skills while teaching application of skills to real life activities. It would also be possible to utilize the materials as the basic content of a complete course in functional skills training. An inservice manual has also been prepared to provide adopting school systems with a variety of implementation recommendations.

During the first year of project operations (1977-78) more than 40 teachers from five senior high schools (four public and one non-public) were involved in the inservice and curriculum development effort. Additionally, ten public senior high schools were second year (1978-79) participants in field testing the curriculum materials. This latter effort involved 60 teachers and approximately 2,100 students in experimental/control class testing situations. The project also utilized the services of numerous curriculum experts who not only provided inservice instructional support to teacher writers, but furnished program

management with valuable refinement input during three formal packet review exercises. An Advisory Committee consisting of local curriculum supervisors were consulted on a consistent basis to insure that materials addressed the needs of numerous subject content areas. Also, community concerns were identified through the establishment and tri-monthly meeting of a Community Communications Council composed of lay-persons interested in promoting functional skill instruction within their schools. Finally, an extensive survey of parents was conducted during the first year of project operations to assist in identifying topics for project development.

Despite this extensive support, program management was forced to implement project activities during two of the most tumultuous years in the history of the Cleveland Public Schools. During the 1977-78 school year, extreme inclement weather resulted in extensive teacher/student absences. The dire financial condition of the schools necessitated a five-week postponement in staff payroll. Similar circumstances affected second year (1978-79) operations. A systemwide employee work stoppage (26 days in length) prevented program management from obtaining needed teacher assistance. An unexpected restructuring of Cleveland's administrative staff dictated that a change be made in the project manager's position. Finally, throughout the two years, school staffs were confronted with the uncertainties surrounding desegregation related issues.

The reader will note that the findings contained within the following report cannot provide conclusive evidence regarding the impact of project materials on student performance. Although classes who had been instructed with project materials demonstrated mean pre/post test score gains that were significantly higher than their control class counterparts on 14 of the 30 lesson packet tests, it was impossible to make an accurate assessment of the material's impact because low reliability coefficients were obtained on all packet tests. This result appeared to be attributed to the insufficient time allotted to the development and pilot-testing of the packets' individual test items and the small number of total items (10) appearing on each test.

In spite of this shortcoming, the report will present evidence which suggests that Cleveland's developed product can offer potential assistance to secondary school classroom teachers. A review of assessment data, for example, revealed that those teachers and students who utilized the materials during field testing indicated favorable reactions to the packets' content. Additionally, a panel of three curriculum experts who rated the materials during the conclusion of the two-year grant period determined that basic developmental criterion standards were achieved within all of the lesson packets.

As a consequence of these findings, this evaluator has concluded that while the materials are technically incomplete and in need of some further revision, they are usable in their present form. Further refinement, however, of the lesson packets' test items has been strongly recommended in order to provide accurate information regarding the progress of students' skill development. No recommendation has been made regarding adoption of Cleveland's product by the Ohio Department of Education for dissemination state-wide.

B. Needs Assessment

Cleveland's Functional Life Skills Project was submitted for Title IV-C funding consideration in April of 1977. As a locally conceived proposal, it intended to address an educational deficiency that appeared to be emerging as a priority need locally as well as nationally.

At this time, local evidence began to surface which indicated that many of Cleveland's students were unable to satisfactorily apply basic academic skills (i.e., reading, writing, and arithmetic) when called upon to perform practical tasks deemed necessary to function effectively in everyday life. Similar findings were emerging from the results obtained on the National Assessment of Educational Progress surveys that were conducted between the years 1970 and 1977. Although this massive study of 1.5 million 9-year-olds, 13-year-olds, 17-year-olds and adults demonstrated that most had mastered the basic educational skills, it also showed that many of those surveyed were unable to apply what they learned in school to their daily lives. Noted examples obtained from the surveys which emphasized the nature of this disparity included such findings as the following: less than half of the 17 year olds surveyed could determine the most economical size of a product; only one percent could correctly balance a checkbook; and 39 percent were unable to successfully fill out all blanks of an application form with the appropriate information. Such relatively unheard of terms as "back to basics", "minimal competency", "proficiency testing," etc., which began to emerge following publication of such findings, have today become extremely familiar slogans. These slogans are used by those who advocate the establishment of educational programs which will guarantee that students acquire the skills needed for survival in our complex society.

Prior to the creation of the Functional Life Skills (FLS) proposal, a member of Cleveland's Research and Development staff reviewed an assortment of applicable data to ascertain the extent of the local problem. Data which appeared to provide information regarding the perception of the school system's students, parents, community members, and school staffs were initially examined. The school system, for example, had conducted yearly systematic needs assessments during 1973 through 1976 with the intent to identify and rank in priority order the educational needs of Cleveland's students. First survey procedures involved selecting a representative group of individuals who were participants in the local educational process. Such a committee would meet each year to generate goals for the schools. These groups' derived goal statements appeared on surveys administered to stratified random samplings of Cleveland school administrators, teachers, and parents. The surveys requested respondents to rate the relative importance of the goals as well as their perception of the goals' present level of attainment. Goal statements having the greatest discrepancies between importance and present level of attainment were consequently identified as being the school system's highest priority needs. An examination of these results revealed that the following were rated among the top priority needs by the respondents. These included:

- Students will acquire the functional use of basic skills "3R's"--(Rated as priority need number one on the 1975-76 survey).

- A student should be able to read with understanding and use functional reading skills at the highest level one's ability permits--(Rated as priority need number two on the 1974-75 survey).

- A student should be able to perform the basic computational skills necessary to function well in society--(Rated as priority need number three on the 1974-75 survey).

- A student should be able to function in society at his/her highest level--(Rated as priority need number five on the 1973-74 survey).

The outcomes cited clearly demonstrated that Cleveland's school community was beginning to demand that its students be provided with the type of instruction that would enable each to possess the ability to utilize basic skills in a functionally proficient manner.[1]

These priority needs appeared to be confirmed when results of a local DPPF Job Development Project study were examined. This study was primarily designed to compare the functional skill levels of Job Development participants with those of recent graduates who were employed and performing satisfactorily on the job. (Note: Cleveland's Job Development Project provides occupational skill support to Title I senior high school students who intend to enter the labor force immediately after graduation). Assessment of functional skill levels was based on the Everyday Skills Test (EST) in reading and mathematics. Results of the study revealed that the graduates' (N=60) level of functional skill performance exceeded that of the Job Development participants in both reading and mathematics; the discrepancy was greater in mathematics than in reading; and the skill area reflecting the weakest student performance represented consumer education content. Additionally, data revealed that more than one-fourth of the 236 surveyed Job Development participants could not recall factual data in a driver's handbook, differentiate between fact and opinion in newspaper articles, determine sales tax and price, or compute interest. Finally, although surveyed Job Development participants as a group scored within an "average" (Stanine 4) on the reading comprehension subtest of the California Test of Basic Skills (Form S, Level 3), many were unable to perform those functional tasks which were considered to be basic to everyday life as the above EST results demonstrated.[2]

Another piece of evidence which supported Cleveland's needs assessment findings was derived from the Division of Research and Development's Follow-Up Study of the June Class of 1975. Among the various aims of this study was the effort to secure feedback for the purpose of constructing an evaluative perspective of Cleveland's educational program. Survey questionnaires were mailed to a random sample of 2,415 student graduates. The survey sample approximated one-third of the 1975 graduation class of each high school. A portion of the questionnaire asked students to select, among ten tasks, the one thing Cleveland's high schools did least effectively to help students prepare for advanced training on the job, in college, etc. A tabulation of the 222 responding graduates selections revealed that "providing instruction related to actual

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[1]Cleveland Public Schools, Division of Research and Development, Title I Needs Assessment For School Year 1973-74, 1974-75, 1975-76, Cleveland, Ohio (unpublished).

[2]Kilbane-Flash, Marian, Performance Characteristics of Student Participants In The 1975-76 DPPF Job Development Project. Cleveland Public Schools; Division of Research and Development, January, 1977.

situations in life" was most often mentioned as something which the high school could have done more of.[3]

As a consequence of these findings, members of Cleveland's Division of English Language-Arts initiated a procedure which attempted to locate obtainable instructional guides and resources that potentially offered the type of assistance needed to adequately respond to the issue. Through these efforts, the group was able to identify a host of functional skill assessment instruments primarily developed by various state departments of education who were then concerned with measuring the minimum competency of students prior to graduation. They, however, were unable to locate classroom instructional guides which had as their contextual focus the comprehensive development of functional competencies. Although basic skills programs appeared to flourish in most public educational systems, the group found that such curricula tended to feature fundamental reading, writing, and arithmetic mechanics that were to be mastered by students through tedious rote memorization of rules. Also, it was discovered that such basic skill instruction was very seldom taught within the context of the many practical problems confronted in everyday life. Finally, most efforts that were made to introduce the development of functional skill competencies appeared to have been done in a kind of "scattergun approach" with teachers presenting such material in an inconsistent and isolated format.

Based upon the limited availability of materials that could provide educators with comprehensive direction to planning and implementing a practical functional skill instruction program, administrative personnel from the Division of English-Language Arts decided to design their own educationally innovative curriculum model. Ultimately, it was envisioned that such a product would provide a proven instructional methodology and exemplary materials which could be used to assist students in utilizing basic skill knowledge to solve everyday problems. As part of the proposal development activities, a thorough investigation of the current research literature was conducted in efforts to not only define the boundaries of literacy, but bolster the rationale for the proposed project. The results of such efforts proved to be illuminating.

It was found, for example, that the term "literacy" appeared to be taking on less of a concrete meaning as more emphasis was being given to it. Terms such as "basic literacy", "survival literacy", "practical literacy", "functional literacy", etc. were being used regularly. To confuse the issue, such terms as "basic skills" or "fundamentals" were often being used as if to mean literacy. Although dictionary definitions have indicated that literacy is a condition in which a person can read and write, many individuals no longer were willing to consider this to be enough.

Bormuth, for example, concluded that literacy is the ability to respond competently to real-world tasks. Thus, he determined the term "literate" is specific to the task and to the person.[4] Similarly, Stricht believed that literacy cannot be based solely upon a person's skill level, but must consider

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[3]Zinser, Robert W., Follow-Up Study of the June Class of 1975. Cleveland Public Schools: Division of Research and Development, August, 1976

[4]Bormuth, J. R. "Reading Literacy: Its Definitions and Assessment", Reading Research Quarterly, 1973-74, Vol. IX.

the specific task demands.[5] Research conducted by Harris focused upon what could not be read and was conducted to determine the percentage of Americans lacking the reading skills necessary to survive in this country. As part of his study, he found that tasks demanded on a variety of application forms (i.e., social security, personal bank loan, public assistance, etc.) were subject to varying difficulty and novelty changes in format. His findings implied that an individual may not be able to successfully perform the same task under all circumstances. Harris coined the term "survival literacy" in an effort to conceptualize his view of literacy.[6]

Powell provided the most detailed conceptualization of literacy that could be found. Like his previously cited colleagues, he maintained that a person must demonstrate enough competency to be able to communicate and compute with some degree of skill in order to meet the demands of society. He suggested that there existed three hierarachical literacy levels (i.e., pre-literacy, basic literacy, and functional or career literacy). The pre-literacy level is initiated when an individual begins to obtain knowledge of and use of the basic skills of his society. He described these basic skills as being "those language and computational processes essential for literacy and upon which further learning depends". The basic literacy level is achieved, in his opinion, when learned basic skills do not regress. At this level such skills always remain at the operative stage and offer the potential to be used upon demand. He makes it clear, however, that when the basic literacy level has been achieved such attainment does not guarantee that a person can function in culturally specified roles. To gain a functional or career level of literacy, Powell maintained that an individual must possess a core of basic literacy skills that could be applied to specialized tasks demanded by various real world situations. He therefore concluded that basic skill acquisition plus advanced skill development are necessary to attain adequate functional performance.[7]

The citings in this section assisted Division members in their efforts to conceptualize a working definition of literacy. Although a tentative consensus regarding such a definition appeared to be reached, another major problem interfered with the development of the proposal. It began to be realized that disagreements would inevitably arise when it became necessary to identify the skills and tasks which should be highlighted during the development of materials for student use.

A further review of the literature revealed that Northcutt had conducted the most comprehensive research aimed at identifying critical competencies needed to successfully function in everyday life situations.[8]

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[5]Sticht, T. G. (Ed.). Reading for Working. Alexandria, Virginia: Human Resources Research Organization, 1975

[6]Harris, L. and Associates, Survival Literacy Study, Washington, D.C.: National Reading Council, September, 1970, (ED 068 813).

[7]Powell, William, "Determining the Feasibility of an Annual Commissioner's Report of the Mastery of Basic Skills By Florida Citizens", Basic Literacy and Basic Skills Technical Report No. 1. Florida State Department of Education. Tallahassee, Florida, November, 1975, p. 41.

[8]Northcutt, N. W. "Functional Literacy for Adults", in D. M. Neilsen and H. F. Hjelm (Eds.), Reading and Career Education. Newark, Delaware: International Reading Association, 1975.

Through the utilization of extensive interview procedures, Northcutt constructed a taxonomy of adult needs which he termed "general knowledge areas" and isolated the primary skills which appeared to account for the vast majority of requirements placed on adults. Those general knowledge areas included: (1) consumer economics, (2) occupational knowledge, (3) community resources, (4) health, and (5) government and law. The skills that he identified included (1) communication skills (reading, writing, speaking, and listening), (2) computational skills, (3) problem solving skills, and (4) inter-personal relations skills. Northcutt termed this matrix of knowledge areas and skills as the Adult Performance Level (APL) Model of Functional Competency. (Refer to page 75, Appendix A for a copy of his model matrix). Because of the extensive nature of Northcutt's work, the group decided to utilize his model as the basic framework for the development of the proposed project's instructional materials.

The results of the group's literature review provided the theoretical conceptualizations upon which Cleveland's Functional Life Skills Project proposal submission was based. The conclusion of an article written by Henseler provided the most articulate description of these operational concepts.[9] The group decided, therefore, to include it as written in their proposal. She concluded that:

- Functional competency is a construct which is meaningful only in a societal content and is closely bound to the technological state of a particular society.
- Functional competency is two dimensional and is best described as the application of a set of skills to a set of general knowledge areas which result from the requirements imposed upon members of a society.
- Adult competency is a function of both individual capabilities and societal requirements.
- Functional competency is directly related to success in adult life.

Following this conceptualization process, a planning committee of teachers, administrators, and parents from Cleveland public and non-public schools was formed to detail the intent of project operations. The members of this committee included:

Mr. James Mills
Supervisor of English-Language Arts
Cleveland Public Schools

Mrs. Marjorie Turner
Assistant Principal
John Adams High School
Cleveland Public Schools

Sister M. Bernadette, OSU
Director, Government Programs
Catholic Diocese of Cleveland

Mrs. Doris Brooks
Project Manager
Communication Skills Project
Cleveland Public Schools

[9]Henseler, Vicki, "A New Option In Adult Basic Education: The Adult Performance Level High School Diploma", Reading Research Quarterly, 1972-73.

Sister M. Vernice, SND
Curriculum Director
Catholic Diocese of Cleveland

Mr. Carl Pasini, Principal
Max S. Hayes Vocational High School
Cleveland Public Schools

Ms. Jean Scheutzow, Principal
Jane Addams Vocational High School
Cleveland Public Schools

Mr. Emil Turczyk, Principal
South High School
Cleveland Public Schools

Mrs. Mildred Holmes
Parent

Mrs. Juanita Gassaway
Parent

Mrs. Delphya Gagliardi
Inservice Coordinator
Communication Skills Project
Cleveland Public Schools

Mr. Ronald Gerboc
Research Associate
Division of Research and Development
Cleveland Public Schools

Mrs. Sue Johnson
Reading Specialist
Cleveland Public Schools

Mr. Frank Dillon
Social Studies Teacher
Cleveland Public Schools

Mr. Charles Allen
Guidance Counselor
Cleveland Public Schools

Ms. Florence Williams
Teacher
Cleveland Public Schools

As a result of their work, a formal proposal was developed which had as its goal the creation of a series of problem oriented performance tasks and learning strategies which would emphasize the utilization of one or more of the APL's identified basic skills. It was envisioned that the tasks and strategies featured would relate to the APL's specified general knowledge areas and provide supplemental functional skill materials for secondary school "basic skills" teachers (i.e., English, social studies, science, mathematics, and technical-vocational education). As a consequence of these efforts, it was intended that a replicable instructional process, consisting of a training kit and inservice manual, would be made available to school systems interested in providing its students with the training needed to achieve functional competency.

C. Project Goals

Upon receiving a Title IV-C grant award, Cleveland's Functional Life Skills Project initiated operations to achieve the following goals:

Major task related goals

- To develop and pilot-test a "packaged" curriculum model which will be designed to support both the basic and functional skill development of senior high school students in each of five major content areas (i.e., English, Social Studies, Mathematics, Science and Technical-Vocational Education).

- To implement large scale field testing of the program's Functional Life Skills Training Kit throughout Cleveland public and non-public senior high school basic skills classrooms.

Change related goal

- Senior high school students will demonstrate an improved ability to utilize basic skill knowledge in solving practical everyday problems.

D. Program Description

The Functional Life Skills Project provided a unique opportunity for teachers from selected public and non-public senior high schools in Cleveland to improve their knowledge of the various functional competency issues, as well as their knowledge of teaching students how to attain a variety of such proficiencies. It also allowed the teacher participants to develop and field-test materials which had as their aim student mastery of numerous critical skills and tasks encountered in everyday living situations.

During the first funding year (1977-78), the project was managed by a consultant teacher selected by, and working under the guidance of the Supervisor of English-Language Arts for the Cleveland Public Schools. Throughout this period, the project manager collaborated with a member from the Division of Research and Development in the design and administration of a parent/student functional skill survey; developed and implemented a preservice program for participating project teachers; supervised the creation and pilot-testing of 52 lesson packets as well as mastery tests; organized a panel rating of developed lesson packets; and directed an effort aimed at initially revising lesson packets.

A volunteer group of 42 senior high school teachers representing five subject areas (i.e., English, mathematics, social studies, science, and vocational education) took part in first year preservice, lesson packet development and pilot-test activities. Additionally, a complement of five Cleveland Public Schools' reading specialists were appointed and provided consultant support to all development activities conducted throughout the initial project year. Finally, numerous individuals and groups actively assisted in project endeavors. These included: an Advisory Committee consisting of 18 secondary school educators who contributed consultant support to product development; ten community representatives who composed the Community Communication Council that disseminated project information community-wide; three contracted functional skill proficiency experts hired to provide a summary of the most current research in their field; a three member product review panel who assessed materials developed by the staff; subject area supervisors who insured that packet content was compatible with their respective subject area; and a project evaluator who assumed evaluation responsibilities.

During the second year (1978-79), major activities included further refinement of the packets' content and full-scale packet field-testing. Program management conducted the refinement process prior to and immediately following field-testing. Field test procedures were designed to yield pre/post and experimental/control test score comparisons. During this year, selected teachers as well as students had the opportunity to sample the project's developed instructional products in actual classroom circumstances and provide valuable input that assisted program management in up-grading packet content.

The following presentation contained within this section will provide a more detailed description of each of the major operational phases as they actually progressed during the two-year FLS project. Such events are presented chronologically. Attempts have been made to provide the reader with the rationale that in some cases prompted project operations to digress from that which was orginally proposed.

I. First Year Activities and Timeline

Phase I - Recruitment and Planning (August 28, 1977 - September 31, 1977)

During Phase I, staff recruitment and program planning occurred. Mrs. Delphya Gagliardi was appointed by the Supervisor of English-Language Arts to assume project coordinating responsibilities. The senior high schools that were chosen to participate in program operations included a representative sample from both the East and West side of Cleveland (i.e., Jane Addams, Max Hayes, John Adams, South, and Cleveland Central Catholic). This selection was made to insure comprehensive district-wide input during the material development phase of the project. Upon appointment, the coordinator personally contacted each of the participating school principals to explain project goals and elicit their assistance in identifying content area teachers who would be interested in creating classroom materials under project supervision. Within each participating school, it was anticipated that two content area teacher representatives would be appointed to create materials in each of five content areas. The five content areas involved included: English, social studies, mathematics, science, and vocational education. As a result of this plan, the services of 50 teacher writers would have had to have been obtained. Because participation was solicited on a voluntary basis, however, many schools' departments had more than two volunteers within a particular content area demonstrating an interest to participate, while in others not one teacher volunteered. Consequently, the actual complement of volunteers consisted of a total of 42 teachers. Concomitantly, the coordinator confirmed the appointments of five Cleveland Public Schools' reading specialists, an 18 member Advisory Committee and 10 individuals who composed the Community Communications Council. The responsibilities of each group have been previously mentioned in this report. (Refer to Appendix B for a complete list of these appointees' names).

Although not specified in the proposal's first year objectives, the Division of Planning and Evaluation of the Ohio Department of Education requested that local input be obtained to assist program management in the establishment of material development priorities. Specifically, a local survey instrument was designed in efforts to gather such information. Administered during the months of September and October of 1977, the survey asked parent/student respondents to not only indicate the relative importance of 18 functional skill tasks, but requested that they denote how adequately the Cleveland schools were addressing the instruction of each task. (Note: Details of survey outcomes are described in Section E. of this report).

A variety of additional planning efforts were initiated during the first phase of program operations. A resource reference library, for example, was established to provide the information base for all program development activities. A weekly schedule was created which attempted to delineate the time frame for all major activities that were to be accomplished during the first project year. As will be demonstrated, the schedule was revised on several occasions as a result of the extreme disruptions that were encountered during the 1977-78 school year (i.e., seven days in which schools were closed due to a record snowfall, teacher work stoppages, professional meetings called by certificated staff members, etc.). Also, an Organizational Program Outline was prepared and readied

for distribution to project staff and advisory committees. The outline profiled the project's operational organization. (Refer to Appendix D of this report for a copy of the outline). Finally, the initial meetings of the Community Communications Council (November 23, 1977) and Advisory Committee (October 11, 1977) were held to culminate Phase I activities.

Phase II - Preservice Training (October 1, 1977 - October 31, 1977)

The primary activity conducted during this phase was the implementation of the project's teacher cadre training program. Such training was an integral part of program operations in that all material development was to be created by classroom teachers who at that point had limited exposure to the competency skill issue. It appeared, therefore, that the success of teacher preparation would be somewhat related to the quality of product development. (Note: Included as a part of Cleveland's finished product is an inservice manual which has been designed to assist those who elect to adopt the materials in developing their own classroom materials. Details of the manual's content appear in Section E of this report).

Four Saturday training sessions were held during October of 1977. Each three hour session was designed to provide the project's 42 teacher participants with information that was considered to be crucial to the future development of relevant high quality classroom instructional functional life skill materials. National as well as locally recognized consultants, for example, provided the participants with the opportunity to consider those topics that were currently at the center of the competency skill controversy. Additionally, participants were provided with an explanation of the Adult Performance Level (APL) model which was to become the theoretical framework upon which all material development would be based. Participants were also provided with a classroom test construction presentation that was intended to improve their abilities to write select-type objective test items. Such test items were planned to be the basic type used in the project's mastery tests developed as an adjunct to its instructional materials. (Refer to Appendix E of this report for copies of the preservice agendas). All preservice teacher training activities were conducted within the initially proposed time period.

Phase III - Initial Development of Lessons (November 1, 1977 - June 19, 1978)

It was originally envisioned that this phase would encompass two major developmental activities. These activities were to include the creation of tentative versions of the proposed classroom materials and the field testing of those materials. Although initial material development workshops were held in November of 1977, subsequent sessions planned for the months of December and January were unable to be held because of the unusual number of interruptions that occurred within this time period. These included: extreme inclement weather, large numbers of teacher/student absences, school closings, and employee concern over payroll uncertainties. The preceding circumstances forced a two month postponement of all activities related to the development of project materials. Planned developmental workshops did not resume until February 4, 1978 and were then continued through May 20, 1978. As a result, program management sought and

subsequently received approval to postpone proposed first year field testing until the second year of project operations.

The 42 teacher participants were scheduled to attend those developmental workshop sessions which were planned specifically for their respective content area. Each teacher was to design at least two packets of material. After the development of each packet, teachers were to pilot test a colleague's product in one of their own classrooms and provide an assessment of the results which would be used for packet revision purposes. A total of 52 lesson packets were developed and implemented at least once in project teacher classrooms between the months of February and May of 1978.

Also, during this phase, various evaluation data collection instruments were designed to gather student mastery test score results and to obtain teacher assessments of the materials' instructional potential. (Copies of these instruments appear in Appendix F of this report). In addition, a proposed objective required program management to observe a randomly selected group of teachers implementing first drafts of lesson activities. It was assumed that such observations would assist program staff in identifying additional areas that would necessitate revision. An observation instrument and schedule were devised to conduct this activity. Finally, besides implementing the various data collection procedures cited above, a product review panel was appointed to provide an additional assessment of the tentative materials developed by the staff. Although the three appointees were educators who had curriculum construction experience, they were not affiliated with the project. A locally constructed curriculum assessment instrument was used by the group to rate the clarity, effectiveness, and usability of the lesson packets. The panel was contracted for a two day period (June 6 and June 7, 1978) to conduct such assessments. As a consequence of Phase III activities, program management had a varied assortment of assessment data in which to initiate packet revision endeavors (e.g., student mastery test score results and teacher/panel review member input).

Phase IV - Continued Development of Lessons (June 19, 1978 - August 25, 1978)

After program management conducted a thorough review of all assessment data collected during the third phase of project operations, a selected team of 13 teacher cadre members who had participated in the initial drafting of the lesson packets were appointed to begin revision activities. During a two week period (June 19, 1978 through July 14, 1978) those packets that were considered to be essentially complete had recommended alterations made to their content. Although this type of revision activity progressed, the major portion of members' time was spent in an attempt to complete the content of all 52 lesson packets. As the first year of project operations came to a close, the content of many lessons still remained to be completed. Program management, however, assumed that this could be accomplished during the initial stages of the second project year.

II. Second Year Activities and Timeline

Phase V - Lesson Refinement/Test Construction (August 28, 1978 - April 6, 1979)

Because of the interruptions which occurred in first year activities, proposed second year operations primarily involved continuing

the development/revision of lesson packets' content as well as accompanying mastery tests and initiating planned field test trials. Prior to the actual implementation of these activities, program management met with Dr. Raymond D. Hinrichs, Consultant from the Division of Planning and Evaluation, State of Ohio Department of Education. The meeting was held in Cleveland on August 31, 1978. A number of important revisions to proposed second year operations were discussed with both parties agreeing to support particular modifications. The most important of these included: conducting a second panel review of all 52 completed lesson packets with the intent to consolidate and/or eliminate lessons; reducing the number of subject content areas for which materials would be field tested from five to three; adding an observational assessment process during the implementation of field testing; and creating material refinement/field test contingency plans in the event that further disruptions would affect project operations.

Such a disruptive event did occur almost immediately after the system opened for the 1978-79 school year. Although school did begin as planned on September 6, 1978, a systemwide employee work-stoppage forced operations to cease a short time thereafter (i.e., September 11, 1978). This situation prevailed for a total of 26 days. It was not until October 17, 1978 that school operations resumed. During this same period the Cleveland Board of Education decided to make major alterations in the schools' organizational staffing structure. As a result of this decision, various personnel were either laid-off or received a demotion in job title. These changes were made in an effort to not only reduce the existing general operating fund deficit, but make it possible for Cleveland to qualify for a State of Ohio loan.

The project was greatly affected by these untimely occurrences. Because of the decision to reorganize the staff structure, a change was made in the project manager position. On October 1, 1978, Mrs. Delphya Gagiliardi, the individual who had directed operations during the first year, was replaced by Mrs. Mildred Westmoreland. Unfortunately, Mrs. Westmoreland had little prior knowledge of project activities before she assumed her new position on October 9, 1978. In addition, with the unavailability of teachers, program management found it impossible to designate individuals who could resume material development/revision activities. Despite the fact that contingency plans were conceived and implemented, with approval of the Division of Planning and Evaluation, to remediate these unforseen circumstances, the initially proposed timeline schedule was unable to be adhered to throughout the duration of the second project year.

Despite the work stoppage, Mrs. Delphya Gagliardi attempted to continue performing managerial functions until she was replaced on October 9, 1978. This task proved to be difficult because it was impossible to enter school buildings. A temporary office was opened in a nonpublic project school, but the project manager still did not have complete access to needed resource materials that remained in the inaccessible project office. The first task initiated by Mrs. Gagliardi's replacement (Mrs. Westmoreland) was the second review of lesson packets. As previously mentioned, the intent of the review was to consolidate and/or eliminate packets in an effort to up-grade their quality, while reducing the number being produced. A three member team assumed assessment responsibilities

during a two-day period (October 18, 1978 and October 19, 1978). The actual results of the review, however, were not released immediately following this two-day review process due to an unexpected change in a panel member's schedule. The member who was forced to change his schedule had to fulfill his commitment while working at home. As a result, program management did not receive the final results of the panel's work until November 10, 1978.

A rating instrument designed by the project evaluator, in collaboration with the project manager, was used for assessment purposes by the panel. Prior to the actual rating, panel members were briefed on project goals and were given an explanation of how to use the rating instrument. Trial ratings of sample lesson packets permitted members the opportunity to attain familiarity with the instruments. All 52 of the previously developed packets were rated by at least two of the three panel members. These ratings were averaged and ranked from the highest mean rating to the lowest. Packets receiving at least a 70 percent rating or above were committed to further development. Recommended portions of the content of those packets receiving less than this accepted rating percentage were also identified as being worthy of inclusion within the approved packets. As a consequence, a total of 30 packets were recommended for further refinement.

Concomitantly, the full-time services of an experienced curriculum development writer was contracted for a 60 day period (September 18, 1978 - December 12, 1978) to assist in revising/completing those lesson packets approved by the review panel. It was originally intended to seek the services of not more than six persons to execute proposed refinement activities. Many of these appointees would be those who had successfully contributed to first year material development. Revision activities were to take place outside the school day in work sessions held after school and/or Saturdays. This plan, however, had to be aborted due to the difficulty in obtaining the needed number of teacher writers during the work stoppage.

The project manager and contracted writer conducted the lesson refinement/test construction process between October 16, 1978 and April 6, 1979. The project's continuation proposal indicated that this activity would be accomplished between the months of September through December of 1978. This delay could not only be attributed to the late date in which project operations began, but also to the fact that very little attention had previously been given to the development lesson mastery tests during first year operations. In fact, the majority of lesson packets required complete test construction work. Efforts were also made to administer the tentative versions of these tests in the classrooms of a first year project senior high school. It was anticipated that this pilot testing of the items would provide valuable information that could be used to refine items prior to their actual use in the field test process.

In addition to the revision work which occupied the majority of program staff time during Phase V, the program manager began to identify field test teacher participants and prepare necessary orientation activities. The contingency plan, under which the project was operating, called for the identification of field test teachers to be completed no later than January 1, 1979. Another obstacle, however, caused this contingency deadline to be missed. The delay was attributed to the uncertainties

associated with Cleveland's voluntary desegregation plan. Although it was known that the plan would involve a limited number of schools, it was not certain how many or which of the schools would be selected to participate. Also it was unclear how extensive staff reassignments would have to be in order to accommodate this voluntary desegregation effort. As a result, program management was reluctant to finalize teacher appointments or schedule firm dates in which to hold field test orientation sessions until after the plan was implemented on February 26, 1979. These uncertainties, however, did not prevent the program manager from visiting each senior high school that had been identified to participate in second year activities. The principal and department chairpersons (i.e., English, social studies, and mathematics) were contacted personally in efforts to identify tentative field test volunteers. It was not until after February 26, 1979 that a complete list of teacher volunteers was finalized. Seven junior high schools were identified to participate in the voluntary desegregation implementation effort. Project activities, therefore, were relatively unaffected by the plan.

A total of 60 volunteer teachers from the project's 10 senior high schools were appointed to assist in field testing the developed materials. These participants and their schools did not take part in any facet of the project's first year activities. Ten teachers, from each of the three subject areas for which materials were developed (i.e., English, social studies, and mathematics), assumed responsibility for implementing three of the instructional packages and administering their respective mastery tests in one of their classrooms. These individuals were designated "experimental" field test teachers. In addition, a colleague of each of these teachers assumed "control" field test responsibilities. The duty of these 30 individuals involved administering the identical three mastery tests as their experimental teacher counterparts. Attempts were made to select pairs of experimental and control classes that exhibited similar academic achievement. (Refer to Appendix C for a complete list of field test teacher participants).

Although the identification of field test teachers had been accomplished, program staff continued in their efforts to prepare the instructional learning packets and accompanying tests. During the two months (February and March of 1979) prior to the actual start of field testing, the program manager spent the majority of her time concentrating on the creation of the packets' 10 item mastery tests. The responsibility of developing the tests for the project's 30 packets was primarily assumed by the project manager. This situation occurred because the writer's contracted time of 60 days had elapsed on December 12, 1978. The writer had devoted the majority of this time to the revision/development of the lesson packets content and not to mastery test construction. As these activities were progressing, proposed Phase VI activities were implemented.

Phase VI - Field Test Orientation (February 26, 1979 - April 6, 1979)*

The identified teacher volunteers who had indicated an interest in assuming either experimental or control class field test responsibilities received a comprehensive orientation to planned testing procedures

*Note: The activities conducted in Phase VI were conducted concomitantly with those implemented during Phase V.

during Phase VI. It was the intention of program management to conduct these sessions in January of 1979, however, the previously cited obstacles that interferred with proposed project implementation caused program management to conduct these sessions in March of 1979.

Program management planned these sessions in close collaboration with the project's evaluator. As proposed, the sessions scheduled for both groups of teachers (experimental and control) were conducted independently of each other. This procedure was introduced in efforts to insure that the control teachers would not receive information regarding lesson packet content. It was, however, considered important that the experimental teachers be exposed to the lesson packets' content prior to their actual presentation in the classroom. This was viewed as essential since the experimental teacher volunteers had not previously participated in the development of the materials.

The control class teachers' orientation session was held after school on March 8, 1979. At the one hour meeting, teacher volunteers were exposed to the rationale of the project; instructed to select one of their 10th grade basic skills classes (i.e., a class consisting of students who generally are reading below normal expectations and exhibit below average academic aptitude); and received specific instructions relating to the actual test administration. Participants, however, were not given tentative copies or titles of any project material. They were also cautioned not to discuss the progress of field test implementation with their experimental class teacher counterparts. These latter precautions were being made to insure that control class students were not unduly influenced by their own teacher's perspective regarding the progress of project activities.

Experimental class teachers attended their session on Saturday, March 10, 1979. During this four hour session, participants were not only exposed to the general information control class teachers received, but were given actual copies of the three lesson packets they would be implementing in their classroom. With the aid of two staff reading consultants, the project manager explained in detail the procedures that were to be followed when teaching the packets' content. Participants were warned that they must adhere to the recommended implementation instructions which appeared in each lesson packet. As a result, it was anticipated that a fair degree of standardization would be introduced within the teaching process. Also, the project evaluator discussed/demonstrated the various evaluation data methods that would be used to monitor field test outcomes. (Note: A more complete discussion of these data collection procedures is presented in Section E of this report). A final orientation session was held after-school on March 13, 1979 to conclude the briefing of those teacher volunteers who were unable to attend their initial orientation sessions.

Phase VII - Field Test Implementation (April 9, 1979 - May 11, 1979)

As explained, the delays experienced in Phase V forced program management to revise their timeline so that it would coincide with the contingency plan dates previously approved by the Ohio Department of Education, Division of Planning and Evaluation. Consequently, field test implementation, which was scheduled to begin on February 5, 1979, was postponed until April 9, 1979.

The project's 30 volunteer experimental class teachers (i.e., 10 English, 10 mathematics, and 10 social studies) were asked to field test three lesson packets which were related to their respective subject area. Each developed lesson packet had an accompanying ten item mastery test. These ten item tests were consolidated into one 30 item multiple choice exam per combination of three packets for field test purposes. A machine scorable answer sheet was used by students when recording their responses. The identical test was administered on a pre and post basis during this trial period.

Prior to packet implementation, the 30 experimental class teachers and their 30 control class teacher counterparts conducted pre testing. This was accomplished during the week of April 9, 1979. Each teacher pair (experimental and control) administered the identical 30 item multiple choice test that represented the combination of three packets which were to be implemented within the paired teacher's experimental classroom. Subsequently, the experimental teachers implemented the packets' learning activities. These teacher volunteers were instructed to introduce the packet content in a prescribed order. A social studies teacher, for example, may have received packets numbered 4, 5, and 10. The material contained within each packet was to be taught consecutively in that order. Another teacher, however, may have received the same three packets, but was instructed to implement them in a 5, 10, 4 packet sequence. Finally, an additional teacher volunteer receiving the identical packets was requested to implement them in a 10, 4, 5 sequence. The sequencing of packet implementation in the manner described not only guaranteed that each of the ten packets within a subject area would be taught by three different teachers, but insured that the implementation would occur at different points in time during the field test period.

A total of 15 school days (i.e., April 16, 1979 through May 4, 1979) was allocated for the actual teaching of each volunteer's assigned lesson packets. Although the amount of time needed to introduce an individual packet's material varied, the majority of packages took approximately 5 days to implement. Generally, the implementation occurred without any interruption. One experimental class, however, was unable to complete the implementation process because of an unexpected teacher illness. Designated control class teachers were instructed to proceed with their normal classroom instruction during this 15 day implementation period. Immediately preceding this process, both volunteer teacher groups simultaneously administered the consolidated version of their respective packets' post test. This was accomplished during the week of May 7, 1979.

As an adjunct to the implementation process, a four member observational team was appointed to conduct random on-site visits of experimental teacher classrooms. The team members consisted of Cleveland supervisory personnel whose assigned responsibilities were in one of the three subject areas associated with the project's packet development (i.e., English, mathematics, and social studies). Classroom observation assignments were made in the supervisors' subject area. As outlined in the project's continuation proposal, one member of the team and the project manager conducted an independent visit to the 17 randomly selected teacher classrooms. Prior to performing this review, members attended an orientation session scheduled on April 17, 1979 to not only

acquaint them with the locally constructed review form, but insure that inter-rater reliability was established. The review period extended from April 18 through May 5, 1979. The review provided program management with the assurance that project lesson packets were being implemented as prescribed and contributed valuable insights that were used to refine materials. (Note: Section F of this report discusses the observation review in greater detail).

The two groups of teachers were also asked to assist in reporting evaluation data for program assessment purpose. Besides administering the packet tests on a pre/post basis, all teacher participants were requested to record the attendance of those students who were in their selected field test class. It was anticipated that a comparison of the student absence rates between the experimental and control classes during the implementation period would provide another valuable piece of information that could be used in defining assessment conclusions. In addition, experimental class teachers completed their own assessment of the packets' implementational potential. A locally constructed rating form was utilized by the teachers to record their views of the packets' clarity, effectiveness, and usability. Furthermore, selected teachers were asked to supervise the administration of a student reaction survey in their designated experimental classroom. These student assessments provided an additional view of packet quality. (Note: Details of these evaluation efforts are discussed in Section E of this report).

Final activities associated with this field test phase involved the scheduling of a reaction feedback session for experimental class teachers only. The purpose of the two hour meeting was to permit the teachers who had implemented project materials the opportunity to discuss their reaction/concerns regarding the outcomes of their experience. As cited above, these teachers had previously rated the packets upon various criteria at the conclusion of the implementation process. It was believed, however, that a group discussion of their field test experiences would yield additional information that could be profitably used during the project's final revision activities. The after-school meeting held on May 23, 1979, was attended by experimental class teachers, program management, contracted reading consultants, and the project evaluator. During the discussions, program management and consultant specialists took written notes and made tape recordings in order to accumulate additional documentation for the final revision of packets.

Phase VIII - Post Lesson Packet Refinement (June 4, 1979 - August 27, 1979)

The 1978-1979 school year did not come to an official conclusion until June 30, 1979. The year was extended beyond the expected closing date (June 15, 1979) because of the employee work stoppage which occurred earlier. Consequently, proposed refinement activities were not begun until after the schools officially closed. Prior to the start of this final refinement process, the project manager reviewed the various feedback data that had accumulated during the field test experiment (i.e., teachers' packet ratings, student reactions, observation reviews, etc.). Based upon this review, refinement needs were identified and prioritized in anticipation of the scheduled work that was to be accomplished during July of 1979. At the same time, the project manager also began to develop the proposed inservice manual that was to provide others with information needed to

conduct the type of material development process that was utilized in Cleveland's project. Specifically, the manual was to outline recommended implementational guidelines that should be followed when attempting to develop functional skill instructional material and provided suggestions as to how the project's packets could be utilized in the classroom.

Beginning July 2, 1979, a revision team that was appointed by the program manager began final refinement activities. The team consisted of three experimental class teachers who had implemented materials during the project's field test period. It was considered to be advantageous to have three master teachers work on the refinement of materials for two reasons. First, they had not participated in first year packet development activities. It was assumed, therefore, that they would be able to view change with less inhibition. Secondly, they had an intimate knowledge of the sequence and scope of the lesson packets. As a result of having to follow the instructional directions contained in the packets, they were made aware of those areas that impeded the teaching process during field test implementation. Each teacher was assigned to revise only those lesson packets (10) that had been developed in their subject area. Revision work progressed on a full time daily basis for a period of four weeks. Refinement activities were completed on July 27, 1979. (A list of revision team member names appears in Appendix C of this report).

An additional activity conducted during Phase VIII involved a final review of the packets by a third panel of contracted consultants. This process was proposed to provide program management with a finished assessment of packet quality. The review was accomplished within a two-day period (i.e., August 2 and 3 of 1979). Program management, in consultation with the Supervisor of English-Language Arts, appointed three individuals to assume review responsibilities. Two of the contracted members of the panel had not been involved in any prior activity sponsored by the project. They, therefore, had no previous exposure to the packets' content. The third panel member selected had served as a panel review representative during the second review of materials which took place on October 18 and 19 of 1978. The outcomes/recommendations made by this appointed group were specifically intended to provide program management with final refinement suggestions as well as enable staff to gauge the extent of progress they had made in the refinement of packets during the second project year. An identical locally constructed assessment instrument was utilized during both the second and third review of packet content. Comparisons, therefore, of individual packet ratings could be made to appraise the influence of refinement activities. Each of the 30 packets previously recommended for field testing were once again rated by two of the three contracted panel members during the final review. The combined scores of the two reviewers were averaged to obtain an individual packet assessment rating. Only one member of the second review team was able to continue his participation in the final review, Interrater reliability was again established prior to the actual assessment in efforts to insure that members had obtained a compatible working definition of the rating instruments components. (Details of this final panel review appear in Section E of this report.)

By the termination of project funding on August 30, 1979, minor refinements had not only been made to the packets, but arrangements were finalized to duplicate their contents. Subsequently, Cleveland's Board

of Education sought and received Disadvantaged Pupil Program Funds (DPPF) which will permit the project manager to provide individualized packet implementation assistance to the instructional staffs of the system's senior high schools. Such funding will also enable the manager to work closely with those subject area departments that have demonstrated an interest in designing additional functional skills materials.

The project's completed kit contains 30 individual lesson packets (i.e., 10 packets from each of three subject areas including English, mathematics, and social studies) which have been placed within an attractive carrying case. Each packet promotes the acquisition of a different functional skill. A typical lesson packet contains the teacher's implementational guidelines and one student activity booklet that requires duplication for class use during the instructional process. An inservice manual has also been included within the kit to assist the user in organizing teacher groups who may wish to design their own packets.

Budget Analysis

Total federal support under ESEA Title IV-C	$167,840.66
Total federal support other than ESEA Title IV-C	$ -0-
Total non-federal support	$ -0-
Total project cost	$167,840.66

E. Project Outcomes

This section of the PTR discusses the extent to which each performance objective was attained. The performance objectives will be categorized according to six general activity areas. These areas include: preparation of teacher writers and materials; implementation of prescribed field test methodologies; evaluation of prescribed changes which were to occur in students; completion of prescribed lesson packet review procedures; culmination of large scale field test preparations; and presentation of large scale field test outcomes. In an attempt to portray program management's efforts to attain proposed criterion standards, the performance objectives which relate to each of these activity areas will be presented chronologically from the first grant year (1977-78) to the last (1978-79). As a consequence of this decision, the reader will note that the numerics identifying each performance objective may not always appear in sequential order.

The following discussion will present each performance objective exactly as it was written in each year's proposal. Subsequently, the applicable facilitating objective (s) is (are) presented. A discussion of the activities described in the facilitating objective(s) which were undertaken to accomplish the performance objective will next appear. Following this activity discussion, sections describing the details of the evaluation procedures will be reported. These sections will include a discussion of the evaluation design for the objective, the evidence regarding the extent of objective attainment, and the conclusions drawn from the results. Selected documentation which supports various conclusions made by this writer will appear in the form of tables/charts throughout this report. Complete documentation, however, is on file in the Cleveland Public Schools' Division of Research and Development.

Finally, interspersed throughout the remainder of this report, the reader will oftentimes encounter a section entitled, Supplementary Activities and Findings. The discussion accompanying this heading describes an additional major activity that was considered necessary to conduct in order that program management be provided with greater insight regarding a particular matter. The decision to implement such supplementary activities was made by project associates or requested by representatives of Ohio's Department of Education, Division of Planning and Evaluation. The findings relative to such activities are presented in this report because they have had a major influence on project operations.

I. Preparation of Teacher Writers and Materials (First Year Activities)

A. Performance Objective 2-1 (1977-78)

1. Statement of Objective

By October 28, 1977, all teacher cadre members participating in the program's preservice training sessions will demonstrate at least 80 per cent mastery score in knowledge of test construction techniques on a locally constructed evaluation instrument administered on a post basis only. The project evaluator in collaboration with the program coordiantor will be responsible for developing and administering the test. The project evaluator will tabulate post test results to determine performance objective attainment.

2. Activities/Facilitating Objectives 1-1, 1-2, and 1-4 (1977-78)

Although facilitating objective 1-4 is the only objective which relates specifically to the teachers' growth in knowledge of test construction techniques (performance objective 2-1, (1977-78), facilitating objectives 1-1 and 1-2 are also discussed at this time in that they were a necessary preliminary to all subsequent project occurrences. Each of these three facilitating objectives, therefore, are listed verbatim and their associated activities are subsequently discussed.

Facilitating Objective 1-1 (1977-78)

Prior to September 2, 1977, the Supervisor of English-Language Arts, in consultation with the principals from five pilot high schools, will appoint a program coordinator, selected reading consultants, two content area teacher representatives from each of the pilot schools' major content area departments, and elicit participatory support of Advisory Committee representatives. The project evaluator will assume responsibility for verifying completion of the objective.

Facilitating Objective 1-2 (1977-78)

Beginning the second week in September of 1977, the coordinator will delineate progam strategies, gather resource material, and initiate the development of inservice instructional activities. By September 23, 1977, an organizational program outline will be prepared to provide the implemental support to major objectives outlined in the project proposal. The project evaluator will assume responsibility for verifying completion of the objective.

Facilitating Objective 1-4 (1977-78)

During October of 1977, the designated teacher cadre will receive approximately 12 hours of intensive instructional training that will assist them in developing and field-testing recommended instructional teaching strategies as well as evaluative test instruments. It is anticipated that four out-of-school training sessions, not exceeding three hours per session, will be scheduled. The program's coordinator will assume responsibility for developing and implementing session activities. Activities will be consistent with the objectives outlined in Section II of the proposal. Prior to June 30, 1978, staff members will prepare a training session manual featuring replication guidelines and highlighted instructional strategies. The program evaluator will assume responsibility for verifying completion of the objective.

A description of those activities associated with the project's initial hiring and planning efforts have previously been presented in substantial detail earlier in this report. (Refer to Section D of this report). The following discussion, therefore, attempts only to highlight those events previously described.

Project records did indicate that a program coordinator (Mrs. Delphya Gagliardi) was appointed by the Supervisor of English-Language Arts prior to the proposed September 2, 1979 date. Upon assuming the position, this individual met with the principals of four Cleveland public and one non-public senior high schools. Project goals were explained at these sessions and assistance was sought in identifying interested teacher participants from five subject areas in which materials were contemplated to be developed (i.e., English, mathematics, social studies, science, and vocational education). It was anticipated that each participating school would obtain the services of two teacher volunteers from each of these subject areas. This plan would have enabled 50 teachers to take part in program activities. In actuality, it was found that in many schools' departments, more than two volunteers demonstrated an interest in participating, while in others not one teacher volunteered. This could be partly attributed to the fact that two of the five participating schools were vocational high schools whose social studies, science and mathematics departments were small. As a result it was found difficult to interest two teacher volunteers from all departments. The actual complement of teacher volunteers totaled 42 persons. (Refer to Appendix B for a complete list of these appointments).

Concomitantly, the coordinator confirmed the appointment of five reading specialists who provided consultant support during preservice and material development. Also, efforts were made to elicit participatory support of both interested Advisory Council and Community Communication Council members. The Advisory Committee consisted of secondary school educators (18) who primarily provided consultant support to material development. A total of ten individuals composed the first year Community Communication Council. Representation consisted of parents, and a pastor. The council met four times during the 1977-78 school year and consistently disseminated project information to the community.

Program operations officially began on September 5, 1977. A resource reference library was immediately established. Consisting of more than 250 items (i.e., audio-visual materials, pamphlets, workbooks, research studies, etc.), the library provided the information base for all program development activities. The coordinator also planned the proposed 12 hours of inservice instruction for the teacher writer volunteers. The content of these sessions provided participants with a variety of informational perspectives. Respected local as well as national individuals were invited to express their views on the minimum competency issue, while at the same time participants were provided with practical curriculum/test construction training. (Refer to Appendix E for copies of inservice agendas). Finally, an Organizational Program Outline was prepared which provided project staff and other interested parties with a profile of the project's operational organization. (Refer to Appendix D for a copy of the outline).

With preliminary project planning accomplished, program management initiated the teacher training sessions. Four Saturday sessions were held during October of 1977. Each three hour session

provided teacher volunteers with the type of information that was considered crucial to future development of lesson strategies and accompanying mastery tests. (Note: Supportive evaluation data which document the completion and attainment of facilitating objectives 1-1, 1-2, and 1-4 (1977-78), may be found on pages 2-13 of the Continuation Year proposal).

3. Evaluation Design

The program evaluator, in consultation with various members of Cleveland's Division of Research and Development, prepared a fifteen item test to assess teacher writers' knowledge of test construction. All test items were of multiple choice type and represented the major constructs of a three hour presentation of materials developed under the auspices of Cleveland's Title IV-C Classroom Test Skills Project. (Refer to Appendix G for a copy of the test). The workshop presentation exposed participants to an audio-visual presentation and group discussion of how to construct satisfactory multiple choice, true-false and matching test items.

Objective 2-1 criterion proposed that all participants would demonstrate at least an 80 percent mastery score (i.e., 12 of the 15 test items were to be answered correctly by each participant). By achieving this criterion, teacher writers would demonstrate that he/she possessed mastery knowledge of test construction techniques. Mastery knowledge in this area was considered to be critical to the lesson packet test development teachers would eventually be called upon to accomplish. No normative data was obtained for the test. Item analyses and analyses of inter-test correlations were performed, with complete data available from Cleveland's Division of Research and Development.

As proposed, the test was administered on a post basis only to the 40 participants in attendance at the Saturday, October 29, 1977 workshop. A discussion of the participant test results follows.

4. Evidence Regarding the Extent of Objective Attainment

An analysis of teacher test scores revealed that only 16 of the 40 participants (or 40 percent) achieved the proposed criterion (i.e., all teacher participants will demonstrate at least 80 percent mastery score). This result indicates that the objective criterion was not attained. Table I presents additional test statistics.

TABLE 1
SUMMARY OF PRESERVICE
TEST CONSTRUCTION RESULTS

Number of Cases	Number of Items	Mean	Standard Deviation	Standard Error of Measurement	Reliability*
40	15	10.575	2.480	1.613	.577

* Kuder Richardson Formula 20

5. Conclusions From Reported Results

It should be noted that a number of variables may have influenced the outcome of this objective. For example, the workshop instructional materials as well as test instrument were still in a tentative state of development and had not been field-tested prior to the presentation. In addition, the three hours allotted to the topic did not permit time to entertain all the questions participants had regarding the presentation. Also, it was anticipated that teachers would have the opportunity to practice constructing their own test items for an individual critique, but again the time factor prohibited introducing such an activity. Despite these handicaps, test results did show that the majority of participants (60%) demonstrated a mastery score of 70 percent or better. (Refer to Appendix G for a histogram which presents a graphic representation of the frequency distribution of test scores). Division of Research and Development personnel did provide additional consultative support related specifically to test item construction at a Saturday morning session held on May 13, 1978.

6. Supplementary Activities and Findings

Two additional findings were generated as a result of supplementary activities which were conducted by program associates. One related specifically to teacher training effectiveness, while the other involved the acquisition of community input for material development purposes.

a. Effectiveness of Teacher Training

As an adjunct to the evaluation of teacher training effectiveness, locally constructed assessment instruments were created with one being used at completion of each of the four sessions that were offered. The content of the questions and number of items varied for each session. All four instruments, however, retained a five-point rating continuum. Teachers were instructed to circle a number along the continuum which corresponded most closely to their perceived judgement for each item. A "5" represented the most positive response. Because of the disparity in the design of each instrument, it was decided to establish a rating standard of effectiveness to provide a common point of reference when assessing the results. As a point of reference, an item rated 3.00 or above was considered to demonstrate a favorable response. As a result, it was possible to establish minimum expectancy score totals based upon the total number of items to be rated for each session. A comparison between the expected minimum and observed mean rating scores for each session is presented in Table 2. (Refer to Appendix H for a detailed account of each session's results).

TABLE 2

PARTICIPANTS' RATINGS OF PRESERVICE TRAINING SESSIONS:
A COMPARISON BETWEEN EXPECTED AND OBSERVED MEAN RATING SCORES

Session	No. of Participants Responding	No. of Items	Range of Scores Hi	Range of Scores Low	Expected Item Score	Expected Mean Total Score	Observed Mean Total Score	Mean Score Per Item
1	37	9	45	26	3	27	38.19*	4.24**
2	37	5	25	6	3	15	20.54*	4.11**
3	33	5	25	7	3	15	19.73*	3.95**
4	39	5	25	11	3	15	17.08*	3.42**

* Exceeds minimum expected mean total score. Positive Effectiveness Standard Achieved.
** Exceeds minimum expected mean score per item (3.00). Positive Effectiveness Standard Achieved.

As demonstrated, participants' ratings exceeded the minimum expected mean total score and item score for each session. Although all teachers had not attained mastery knowledge of test construction techniques, they did view the content of all four sessions in total as being effective. A summary of written comments made by participants can be found on pages 12-13 and Appendix I of the Continuation Year Proposal.

b. Community Input

The other supplementary activity conducted during the initial months of project operations was the development and implementation of a community survey questionnaire. As per the request of the Ohio Department of Education's Division of Planning and Evaluation, program management was to obtain parental/student input that would assist in providing community direction to all subsequent product development activities. The questionnaire developed by the project evaluator, in collaboration with program management, requested respondents to not only indicate the relative importance of 18 listed functional life tasks, but denote how adequately the schools addressed the instruction of each of them. The 18 tasks included on the survey were considered to be key examples of the five major content areas described in Northcutt's Adult Performance Level (APL) model. Numerous suggestions incorporated into the survey questionnaire's design were contributed by Cleveland's Title I City-Wide Parent Advisory Council and the project's own advisory/Community Communication Council members. (Refer to Appendix I for a copy of the survey).

A total of 4,009 parents and high school students were randomly selected to complete the questionnaire. The parent sample (N=3,814) represented approximately 14 percent of Cleveland's total senior high school enrollment (i.e., 26,783 students as per the "at date" enrollment total for September 16, 1977). A smaller sample of students (N=195) was selected. Various methods were used to disseminate the questionnaire (e.g., direct mailing, student to parent distribution, parent to parent contact). Data indicated that a 28 percent rate of return was achieved (i.e., 166 (85%) student and

959 (25%) parent surveys were returned). (Refer to Appendix I for a complete demographic summary of the questionnaire distribution/return process).

Respondents utilized a four point scale (i.e., "4" being the most positive and "1" the most negative response) to record their opinions. An analysis of questionnaire results was accomplished by calculating the discrepancy between each tasks's perceived mean importance and mean adequacy rating. Pearson Product Moment Correlation Coefficients were computed to determine the degree of relationship between rating categories. (Refer to Appendix I for the survey analysis). Those tasks which received the highest discrepancy ratings were identified by project staff as lesson development priorities. (Refer to Appendix I for these task rankings). The similarities between parent/student results were striking. A comparison of their ratings revealed that:

- Both groups appeared to be more willing to rate the task's importance rather than the adequacy of the schools' instructional performance. This was evidenced by the differences in the number who responded within each survey category (Mean number of respondents rating the items according to importance (N=1,077) vs.mean number of respondents rating the schools' performance (N=906).

- The tasks demonstrating the greatest discrepancies between importance and adequacy by both groups were those which involved monetary decision-making (e.g., "managing a family budget", "understanding and selecting credit plans wisely", shopping for value in insurance, etc.).

- Small positive correlation coefficients were obtained indicating a minimum degree of relationship between respondents' importance and adequacy ratings (Range .039 - .248).

II. Implementation of Prescribed Field Test Methodologies

A. Performance Objective 2-4 (1977-78)

1. Statement of Objective

Based upon observations of randomly selected teacher participants, at least 80 percent of them will be observed implementing project materials on two occasions within their respective basic skills classrooms. The Supervisor of English-Language Arts and the program coordinator will conduct observations between the months of November, 1977 and June, 1978. The project evaluator will tabulate observation results to determine performance objective attainment.

2. Activities/Facilitating Objectives 1-3 and 1-5 (1977-78)

The activities prescribed in facilitating objectives 1-3 and 1-5 were essential prerequisites to the implementation of field test plans. Facilitating objective 1-3 (1977-78) describes the formulation of the project's two consultative bodies (i.e., the advisory and Community Communication Council). A discussion has previously been presented in this report (Section D) which discusses the rationale for forming these committees and provides a description of their member constituency. Additional facts, however, regarding committee activities will be developed at this point in the report because of the important influence such events have had on the development of project materials. Also discussed are those activities which have been directly associated with the lesson packet development process. The reader will find that these two facilitating objectives will appear verbatim below with a discussion immediately following their presentation.

Facilitating Objective 1-3 (1977-78)

Prior to October of 1977, the program's coordinator and consultants will meet with committed advisory committee representatives. These individuals will include participating subject area supervisors, pilot high school principals, selected content-area teachers, and parents.

This orientation session will be scheduled to inform members of the purposes and intents of the project, provide participants with copies of the Organizational Program Outline, and clarify committee consultant responsibilities. Subsequently, the advisory committee will meet regularly to provide on-going consultant assistance to program staff. The project evaluator will assume responsibility for verifying completion of the objective.

Facilitating Objective 1-5 (1977-78)

Beginning in November of 1977, the program coordinator will supervise the development of instructional strategies and evaluative test instruments. Specifically, program teacher cadre will develop materials for each of five content area components contained within a proposed Functional Life Skills training kit during a 28 week period. The developmental process as well as component materials will be consistent with those procedures and content items outlined in Section H of the project proposal. The project evaluator will assume responsibility for verifying completion of the objective.

Meetings of the two project committees were scheduled on a regular basis throughout the two year duration of the project. In particular, the Community Communication Council (CCC) held four sessions and the persons who composed the Advisory Committee (AC) met individually with program management on numerous occasions during 1977-78. A detailed list of actual

committee meeting dates appears on page 9 of the Continuation Year Proposal. AC members, the majority of whom were subject area supervisors, reviewed packet design from the perspective of integrating and implementing it into Cleveland's regular subject curriculum. Although the CCC provided similar advice during the packet and evaluation development, their major contribution involved actively promoting the idea that a functional skill curriculum must be established in both the elementary and secondary schools of Cleveland.

The reader is reminded that although initial packet development workshops were held in November of 1977, the disruptions which were encountered during the school year forced program management to schedule the majority of these sessions between February and May of 1978. (Refer to page 12 of this report for a more detailed discussion of these disruptive elements). As previously explained, because of this set-back in the proposed writing schedule, the project coordinator sought and subsequently received approval to postpone large scale field testing until the second project year. Further details regarding this postponement will be discussed later in this report.

The initial November, 1977 writing sessions were scheduled as all-day workshops for each subject area teacher participant group. The dates of these five meetings and the number of participants involved have been summarized in Table III, page 14 of the Continuation Year Proposal. The agenda for each meeting included: a feedback discussion of preservice workshop highlights; an explanation of developmental writing goals; selection of lesson packet topics; an orientation to the use of materials contained in the project's resource library; and the initiation of actual writing activities. Program management prepared a task analysis outline which attempted to assist participants in identifying and detailing tentative topics for lesson development. In addition, a standardized format was conceived which all participants were expected to adhere to during lesson development. Project reading consultants were also in attendance to provide directive support. Once developmental work was formally resumed after a two month delay, a total of 15 all day or half day workshops were held to complete packet writing activities for the first project year. Table IV, page 15 of the Continuation Year Proposal presents the dates of all subsequent writing workshops held during this time period. This writer summarized his impressions of the visits made to these writing sessions in the paragraph cited below. (Note: This paragraph appears on pages 15 and 16 of the Continuation Year Proposal).

> First, experience demonstrated that it was difficult to monitor product quality because of the large number of teacher writers (N=42) participating in packet development. Also, because the project was forced to rely on teacher volunteers, it was found difficult to secure a sufficient number of experienced curriculum writers.

> The meager amount of time allotted to preservice training did not permit adequate opportunities to provide much training. As a result, program management was forced to provide assistance only as problems surfaced during development. Additionally, writing tasks could have been more efficiently assigned if a comprehensive framework outlining topic priorities had been created prior to the initial developmental workshop meetings. Finally, the reading consultant's role could have been more specifically defined earlier in the year to insure that their expertise was continually utilized in providing close supervision of all writing.

Although this evaluator indicated in the Continuation Year Proposal that program management satisfactorily completed the prescribed activities noted in facilitating objectives 1-3 and 1-5 according to the approved timeline revisions, lesson packet materials themselves were not complete by the end of the 1977-78 grant year. Section E, Item IV of this report will describe this situation in greater detail.

During the first project year, it was anticipated that each teacher writer would design two lesson packets. Despite the fact that large scale field testing was eliminated, each teacher was expected to pilot test the two lessons in one of their classrooms and prepare a summary of implementational outcomes for future revision work. At the time such lessons were to be implemented, a randomly selected group of teacher writers were to be observed by program management as specified in performance objective 2-4. The intent of such observations was to obtain information regarding the practicability of the recently developed materials. The following discussion details the results of this activity.

3. Evaluation Design

A locally developed observation rating form was designed by the program evaluator, in collaboration with the program management, to assist in identifying those characteristics of the observed lessons which required revision. (A copy of this observation form can be found in Appendix L of this report). The instrument instructed the observers to indicate the degree to which they agreed or disagreed with ten statements which pertained specifically to the implementational qualities of the lesson observed. Numerical values were assigned to five response categories ranging from "strongly agree" (5) to :strongly disagree" (1). A total response value of 50 points represented the most positive implementational rating for an individual lesson.

As specified in performance objective 2-4, the program coordinator (Mrs. Delphya Gagliardi) and the Supervisor of English-Language Arts (Mr. James Mills) conducted the observations. Because of previous scheduling commitments, these individuals found it impossible to conduct observations during the months of

March and April when the majority of packets (i.e., 45 of the 52 packets developed) were implemented. Seven lessons, however, were to be prepared for implementation in May and June. These packets were distributed to a group of randomly selected project writers. As in previous lesson implementations, the teachers who were selected to be observed were not assigned packets which they had developed. An observation schedule was constructed which permitted the observers to view an individual teacher's implementation on two separate occasions. Observations averaged 40 minutes in length. Although both observers had provided input during the design of the observation instrument, a test of inter-observer reliability was not conducted prior to the actual observations. The reader will find a schedule of the observations conducted on pages 23 and 24 of the Continuation Year Proposal.

4. Evidence Regarding the Extent of Objective Attainment

Objective 2-4 criterion proposed that at least 80 percent of a randomly selected group of teachers would be observed implementing lesson packet materials on two separate occasions. A review of program records indicated that the project coordinator and supervisor observed each of the seven randomly selected teachers (or 100%) implementing materials on two separate occasions. A review of observer assessments revealed that a mean rating score of 47.00 points was obtained based on the seven packets. The scores ranged from a high of 50 points to a low of 42 points. The observers were also given the opportunity to note any comments which they felt would assist in the revision of lesson packets. The comments which appeared most frequently on the seven assessments included: "clarify some activity directions", "teacher should spend sufficient preparation reviewing all procedures prior to implementation"; "more direction is needed for teachers"; and "lesson topic and content held interest of students". Although results indicate that the objective criteria was attained, the reader should be made aware of the qualifications that have been imposed on this judgement by the evaluator. A discussion of these qualifications immediately follows.

5. Conclusions From Reported Results

As a result of the small number of lessons that were actually observed (i.e., 7 of the 52 packets), a restricted assessment of program managements' appraisal of the lessons' implementational qualities was obtained. This evaluator maintains that if a greater of proportion of lessons had been observed during this stage of project operations, a more detailed assessment of lesson packet potential would have been made available for revision purposes. The availability of such information would have proved to be extremely beneficial to those charged with the responsibility of revising lesson content in the future. In a subsequent discussion contained within this report, however, the reader will find that supplementary evaluation reviews were made by teacher writers while implementing all lessons. Such information did provide revision writers with a degree of assessment data.

III. Evaluation of Prescribed Changes Which Were To Occur in Students

A. Performance Objective 2-3 (1977-78)

1. Statement of Objective

At the completion of each large scale pilot field-testing session, a randomly selected sample of participating students will demonstrate a statistically significant ($p \leq .05$) higher mean for each unit, relative to a randomly selected sample of control students, on locally constructed activity tests designed to assess student knowledge of the proficiency in applying functional skill strategy techniques. Locally constructed activity tests will be administered on a post basis only. Pilot field-test sessions will be conducted in the program's teacher cadre classrooms during a 28 week time-period. Teacher cadre members, in consultation with the project evaluator, will assume responsibility for developing and administering the tests. The project evaluator will compare experimental and control students' results to determine performance objective attainment.

2. Activities/Facilitating Objectives 1-3 and 1-5 (1977-78)

The discussion appearing in Section E, Part II (Implementation of Prescribed Field Test Methodologies) of this report describes the activities that were conducted as a result of commitments contained in facilitating objectives 1-3 and 1-5 (1977-78). These same objectives would have facilitated the completion of performance objective 2-3 (1977-78). The reader is encouraged to refer to this discussion to review the procedures that were actually utilized in developing project materials. Large scale field testing of materials, however, was not accomplished during the first year of project operations. The details of this postponement are discussed below.

3. Evaluation Design

As previously mentioned, the severe disruptions experienced during the middle portion (i.e., December and January) of the 1977-78 school year contributed to a major setback in the timeline schedule. As a consequence, program management submitted a timeline revision request on February 22, 1978. The application stated that lesson packet development could not be completed to permit an adequate amount of time for performance objective 2-3 large scale pilot field-test activities to take place. It was essential that all lesson packet development be finished prior to such testing. The reason for this was that five survey field-test instruments were to have been constructed utilizing items selected from individual lesson packet mastery tests. Program management had determined that lesson development would not terminate until May 19, 1978. A minimum of four weeks would have been needed to design the field-test instruments. Thus, testing could not occur prior to the close of school on June 16, 1978. (Refer to Appendix K for the timeline revision request).

As a consequence, the Assistant Director, Division of Planning and Evaluation, verbally approved the deletion of performance objective 2-3 activities in a phone conversation held with the project coordinator on March 23, 1978. Written approval was received on May 18, 1978. (Refer to Appendix K for approval letter). In that letter the Assistant Director stated:

> I am in complete agreement that limitations experienced during this school term have been extenuating and far beyond the control of project personnel. The progress and organization viewed during my visitation of November 29, 1977 and subsequently reported to this office on a regular monthly basis leaves little doubt that the project will satisfactorily meet the intended goals.

Although large scale pilot test results are not available because of the approved timeline revision, each lesson packet developed (52) was implemented at least once in a project teacher classroom between the months of March and May of 1978. Teachers were instructed to administer the lesson's mastery test prior to and upon the conclusion of each packet's activity presentation. The Division of Research and Development designed/adopted various evaluation data collection instruments for teachers to record test results and comments. These included: a locally developed distractor effectiveness worksheet; an item effectiveness worksheet designed by Dr. Norman E. Gronlund; and a locally constructed teacher review form. (Refer to Appendix F for copies of these instruments). The collected data were used to begin initial instructional content revisions during the summer of 1977-78.

4. Evidence Regarding the Extent of Objective Attainment

As stated, the proposed activities specified in performance objective 2-3 were not initiated as a consequence of an approved timeline revision request.

5. Conclusions From Reported Results

In a letter addressed to the Assistant Director, Division of Planning and Evaluation of Ohio's Department of Education, program management requested that the preliminary evaluation data collected as a consequence of the limited teacher writer implementation of materials be regarded as "only tentative indicators of each lesson's strengths and weaknesses". In addition, management further requested that the data not be presented in the Project Continuation Proposal. The request stated that such information should not be considered as "definitive statements of the materials' potential, but be used only to initially revise their instructional content". Because this April 28, 1978 letter of request was approved on May 18, 1978 by the Assistant Director, implementation results were not reported by this evaluator. (Refer to Appendix K for the approved letter of request).

IV. Completion of Prescribed Lesson Packet Review Procedures

A. Performance Objective 2-2 (1977-78)

1. Statement of Objective

During June of 1978, a product review panel will indicate a 4.0 mean rating, based on a one to five rating scale for each category represented on a locally constructed assessment questionnaire. The rating instrument will be designed to assess materials developed by program staff according to such categories as clarity, usability, and effectiveness. Members of the review panel will be composed of individuals not affiliated with the project based upon appointments made by the Supervisor of English-Language Arts. The project evaluator in collaboration with program coordinator, will assume the responsibility for developing and administering the assessment instrument. The project evaluator will tabulate questionnaire ratings to determine performance objective attainment.

2. Activities/Facilitating Objective 1-6 (1977-78)

The panel review of project materials occurred prior to the revision activities that are prescribed in facilitating objective 1-6. These activities culminated program operations for the 1977-78 grant year. The reader will note that facilitating objective 1-6 is presented here verbatim with a discussion of the objective activities immediately following thereafter. A discussion of panel review outcomes will follow this presentation.

Facilitating Objective 1-6 (1977-78)

Immediately following the close of the 1977-78 school year, selected teacher cadre members will use evaluative data and recommendations collected during the year to revise component materials. The program coordinator will supervise revision activities. By August 28, 1978, the developed materials will be revised and the proposed Functional Life Skills training kit assembled. The procedures guiding the two-week revision process will be consistent with the description outlined in Section H of the project proposal. The project evaluator will assume responsibility for verifying the completion of the objective and use compiled program data to prepare a formal program evaluation.

As previously explained in Section D of this report, program management selected 13 of the initial 42 teacher writers to complete and revise the 52 developed lesson packets during summer work sessions that were scheduled from June 19, 1978 through July 14, 1978. Members were permitted to design their own work schedule to coincide with other non-project commitments they may have had during this time. Each participant, however, was expected to contribute 60 hours of

actual revision work. Participants were permitted to perform such activities in the project office between the hours of 8:30 A.M. and 3:30 P.M. daily. Teacher pilot test results and product review panel recommendations provided the major evaluative data upon which refinement decisions were based. Because the Division of Planning and Evaluation approved a request to postpone anticipated large scale field testing until the second year of project operations, developed materials were not assembled in training kit form by August 28, 1978. Program management found that it was unable to complete the content of all 52 lesson packets by the end of the 1977-78 grant period. As a consequence, minimal attention was paid to the development and/or refinement of each lesson packet mastery test. It was anticipated that these remaining tasks would be completed during the initial stages of the second year of project operations. The project's Continuation Year proposal was submitted to Ohio's Department of Education, Division of Planning and Evaluation by the specified July 1, 1978 deadline.

The reader will note that because the project's proposed training kit was not completely assembled by the termination of first year operations, prescribed activities contained in facilitating objective 1-6 were only partially completed.

3. Evaluation Design

A three member lesson packet review panel was appointed by the Supervisor of English-Language Arts to assess materials developed by program staff. The selected members were not affiliated with the project. (Refer to Appendix B for a complete list of their names and titles). The panel utilized an assessment instrument which was designed by the project evaluator in collaboration with the coordinator to review lesson packet content. The instrument focused upon the packets' clarity, effectiveness, and usability. In particular, a total of 17 statements (i.e., four statements of clarity, seven statements of effectiveness, and six statements usability) were to be assessed on a five-point scale of agreement ranging from "strongly agree" to "strongly disagree". The most positive rating for each category included a response value of 20 points for clarity, 35 points for effectiveness, and 30 points for usability. (Refer to Appendix I for a copy of the panel review instrument).

Program management, after considerable discussion, decided to limit the number of lesson packets that would actually be reviewed by the panel. It was determined that ten of the 52 packets developed would be included in the formal assessment process. Two reasons were cited to justify this decision. First, all lesson packets were in varying stages of completion. The ten selected were the most complete. Secondly, program management desired to obtain more than one rater's assessment of a packet. To accomplish this, a delimitation of the number of packets that

would be reviewed was considered to be a necessity in view of the two day schedule allotted for assessment activities. The coordinator established June 6 and June 7, 1978 as the dates of the review. An overview of the project and the assessment instrument was conducted prior to the initiation of the actual assessment process. Statistical interrater reliability, however, was not established by this evaluator. At no time were panel members made aware of the proposed rating criteria stated in performance objective 2-2 (1977-78)

4. Evidence Regarding the Extent of Objective Attainment

A review of project records revealed that each of the ten packets were rated by at least two panel members. A total of 26 individual assessments were conducted (i.e., six lesson packets were reviewed by three raters and four by two raters). A rating standard of effectiveness was established to provide a common point of reference when assessing each of the instrument's three rating categories. An item rated 4.00 or above was considered to have demonstrated attainment of performance objective 2-2 (1977-78) criterion. A comparison between the expected minimum and observed mean rating scores for each rating category is presented in Table 3.

TABLE 3
PRODUCT REVIEW RATINGS OF SELECTED LESSON PACKETS
A COMPARISON BETWEEN EXPECTED MINIMUM AND OBSERVED
MEAN RATING SCORES

Rating Category	No. of Ratings	No. of Items Rated in Category	Expected Score Per Item	Expected Total Score	Observed Mean Total Score	Expected Mean Category Score	Observed Mean Category Score	Observed Mean Score Per Item
Clarity	26	4	4	416	501	16	19.27*	4.82**
Effectiveness	26	7	4	728	832	28	32.00*	4.57**
Usability	26	6	4	624	737	24	28.35*	4.73**

* Exceeds minimum expected mean category score. Positive Effectiveness Standard Achieved.

** Exceeds minimum expected mean score per item (4.00). Positive Effectiveness Standard Achieved.

As demonstrated, review members' ratings exceeded the minimum expected mean category score and item score for each category listed in the performance objective. The results, therefore, indicate that the prescribed criteria were attained. (Copies of the completed panel review assessments are on file in the Division of Research and Development, Cleveland Public Schools).

5. Conclusions From Reported Results

Despite the fact that objective criteria had been achieved, this writer must conclude that the information gleaned from the review process was extremely limited. Fewer than one-fourth (19%) of the packets were actually reviewed. The majority of packets, therefore, were not assessed by any non-project participant during any phase of first-year operations. Outside assessments would have provided project staff with an extremely valuable source of impartial information upon which revision activities could have been based. The only information that was made available for such use included the ratings/written reactions of individual teacher writers that were made during the pilot testing of the materials and the data obtained as result of conducting the limited observations of packet implementations. (The details of these two activities have been previously discussed in this report). This writer believes that summer refinement decisions could have been greatly enhanced with the addition of complete panel assessments of all packets.

6. Supplementary Activities and Findings

As an adjunct to the panel ratings, members were instructed to provide a written summary of group recommendations. As a result of this endeavor, the most noteworthy suggestions made related to the quality of mastery test item construction. By consensus, the group considered the tests to be the weakest component of each packet. They recommended that the tests be revised and the number of items expanded to insure that the packet content was adequately tested. As future events would demonstrate, the apparent lack of priority status that was afforded to test construction during this time period impeded program management from implementing a thorough review of test items prior to their actual use during second-year large scale field test operations. (Additional recommendations made by first-year panel review members are discussed on page 28 of the project's Continuation Year Proposal).

V. Culmination of Large Scale Field Test Preparations (Second Year Activities)

A. Performance Objective 2-1 (1978-79)

1. Statement of Objective

Based upon observations of randomly selected experimental test teacher participants, at least 80 percent of them will be found utilizing field-test materials at an acceptable standard of implementation during the 1978-1979 school year. An observational form and the criterion of acceptability will be developed by the program coordinator in consultation with the program evaluator. The selected classrooms will be observed on at least two separate occasions--once by the program coordinator and once by the respective content area supervisors. The program evaluator will verify attainment of the objective.

2. Activities/Facilitating Objectives 1-1, 1-2, and 1-4

The activities described in facilitating objectives 1-1, 1-2, and 1-4 (1978-79) were crucial prerequisites to the implementation of large scale field testing. Because the majority of project lesson packets were still in tentative stages of completion at the expiration of the first grant year, program management found it necessary to schedule additional refinement time during the initial stages of second year operations (facilitating objective 1-1). As refinement activities progressed, preparations had to be made to insure that field test procedures were delineated specifically and participating personnel were informed of their respective responsibilites during its implementation (facilitating objective 1-2). Finally, an observational team had to become operational to guarantee that field test procedures were being conducted as prescribed (facilitating objective 1-4). These three objectives, therefore, became significant second year facilitators. Consequently, the reader will note that they are listed verbatim and their associated activities are subsequently discussed prior to the presentation of performance objective 2-1 (1978-79) outcomes.

Facilitating Objective 1-1 (1978-79)

During a four month period (i.e., September-December of 1978) a six member teacher team will revise the content of selected lesson packet activities/mastery tests and assist in the design of three content area survey tests. The program coordinator, in consultation with the Supervisor of English-Language Arts, will appoint subject area teacher representatives and supervise the refinement process. The majority of revision time will be scheduled outside of the regular school day. Complete classroom sets of all lesson packets and mastery/survey tests will be prepared for distribution by December 31, 1978. The program evaluator will assist in the development of the survey tests as well as verify satisfactory completion of the objective.

Facilitating Objective 1-2 (1978-79)

At least two orientation sessions will be scheduled for the purpose of outlining field-test procedures between the months of November, 1978 and January, 1979. A select group of public/non-public volunteer senior high school teachers who have not previously participated in project activities will be provided with a thorough explanation of the lesson packets' instructional design and the responsibilities associated with being designated experimental test teachers. A similar group of teachers from the same public/non-public schools will attend a separate orientation session to become familiar with control test procedures. Participant appointments will be made by the project coordinator, in consultaion with the content area supervisors, from a list of interested teachers in schools that did not take part in first-year activities. The project coordinator will coordinate session activities. The program evaluator will verify satisfactory completion of the objective.

Facilitating Objective 1-4 (1978-79)

An observational team consisting of the program coordinator and content area supervisors who serve as advisory committee members will assess field-test implementation activities in randomly selected experimental and control teachers' classrooms during February and March of 1979. The classrooms selected will be observed on at least two separate occasions--once by the program coordinator and once by the respective content area supervisor. A locally developed assessment instrument will be used to record observation findings. The program evaluator will verify satisfactory completion of the objective.

As previously described in Section D of this report, second year operations were interrupted almost immediately after the school system opened for the 1978-79 school year. Two major disruptions affected program management's efforts to complete the lesson packets' refinement process. The first of these was the system-wide employee work stoppage that closed schools for a total of 26 days (i.e., from September 11, 1978 to October 17, 1978). The other incident involved the unexpected reassignment of first year project coordinator, Mrs. Delphya Gagliardi. Prior to the settlement of the work stoppage, general lay-offs and demotions in job titles of selected school personnel were instituted by the schools' administration in efforts to reduce the general operating fund deficit. As a result, the management of the project reverted to Mrs. Mildred Westmoreland, previously Supervisor of English-Language Arts, who had little prior knowledge of project activities before she assumed the project manager's position on October 9, 1978.

As a consequence of these disruptions, major alterations were forced to be made in program direction. The new project manager, for example, had to become familiar with the rationale guiding project operations prior to her appointment. With the replacement of Mrs. Gagliardi, previous decisions that had been made regarding the refinement/completion of lesson packets in effect became inoperative. The direction that such an activity would take during the second year became the responsibility of the new manager. Although Mrs. Westmoreland received a thorough briefing regarding developmental activities prior to assuming her position, there was no first year project staff personnel available to assist in maintaining the focus of previous activities. Mrs. Westmoreland was faced with the prospect of completing work on 52 individual lesson packets without possessing availability of former teacher writers who had familiarity with packet content. The decision had previously been made to contract a curriculum specialist who was not affiliated with the Cleveland Public Schools to assist the manager in completing the project's materials. The Ohio Department of Education's Division of Planning and Evaluation approved of this proposal change request. A 60-day contract was therefore awarded to Mrs. Betty Mosley. On October 16, 1978 the new manager and contracted specialist assumed the revision responsibilities that were to be assigned to a six member teacher team.

Additional changes in project operations had also been requested by the Division of Planning and Evaluation during Continuation Year Proposal negotations held on August 31, 1978. The first of these requests would prove to have an immediate impact upon initial operations during the second year. This involved convening a second group of curriculum specialists who would review lesson packet content. The ultimate goal of this endeavor was to reduce the number of lesson packets. At that time, 52 packets existed. Program management, however, determined that many packets' content had been duplicated or themes were insufficiently developed. A consolidation/elimination of such material would assist in solidifying the packets' instructional presentation and at the same time guarantee that a manageable number of packets would receive adequate attention during field testing. Concomitantly, the Division approved a request to reduce the number of subject areas for which materials would be field tested. The primary reason for eliminating two of the five proposed content areas (i.e., science and vocational education) was made because of the limited number of lessons developed. An examination of the content of these lessons revealed that they could be utilized within one of the three remaining content areas (i.e., English, mathematics, or social studies). These lessons, therefore, remained in contention for inclusion in the final refinement process.

A second three member rating panel met on October 18, 1978 and October 23, 1978 to review lesson packet content. (Refer to Appendix C for a list of panel members' names). The project evaluator, in collaboration with the program manager, developed and field tested a new rating instrument for this occasion. (Refer to Appendix M for a copy of the rating instrument). Prior to the actual rating, members received a detailed explanation of each rating category contained within the instrument. They were then asked to utilize the instrument in a trial test situation with the intent to achieve an acceptable standard ($p \leq .05$) of inter-rater reliability. Once such reliability was established, each member received 34 of the 52 lesson packets for their review. Consequently, each packet received a rating by two of the three members. The two ratings were then combined to obtain a total rating score (i.e., 180 total points possible). (Refer to Appendix N for a listing of packet scores). It was decided that the packets which received at least a 70% rating score would be eligible for further refinement and field testing. Although 30 packets were identified as being eligible, panel members suggested that portions of the remaining 22 packets had oftentimes possessed content that was worthy of inclusion within the top rated packets. Program management conducted a thorough review of such recommendations and decided to utilize applicable portions of all 22 packets during the refinement process. (Refer to Appendix N for a description of how such packets were consolidated). The Supplementary Activities and Findings portion of this subsection (V) presents a more detailed discussion of the process used to establish inter-rater reliability.

The project manager and contracted writer utilized panel member input to refine/complete lesson content during a period

which extended from October 16, 1978 to April 6, 1979. Division of Planning and Development approval was obtained to extend such activities beyond the proposed December 31, 1979 completion date. A representative contracted by the Division to conduct a review of various program aspects submitted a report relating to the progress of project activities. The report, based on a February 16, 1979 visit, took note of the problems generated by the work stoppage and desegregation plans, but concluded that the project was "well on schedule in keeping with the contingency plans built into the continuation plan". (Refer to Appendix O for a complete copy of this report).

As previously explained, a major area of development which, in this evaluator's viewpoint, received low priority attention during this period was the construction of packet mastery tests. Very few packets had even a rough draft of a test completed by the termination of first year operations. During the second project year, program management did not begin construction of most tests until the content of the 30 eligible packets were in their final stages of development. Therefore, the majority of ten item mastery tests were developed within an approximate one month period from March 1, 1979 to April 1, 1979. As a consequence, plans to pilot test all items had to be severely restricted. It was anticipated that such pilot testing would yield item analysis data that would provide program management with test item refinement information. The implementation of this procedure was crucial in that these tests were anticipated to be utilized as pre/post instruments during large scale field testing.

Within this one month period, program management was able to pilot test 8 of the 30 lesson packet mastery tests in two tenth grade basic skills English classrooms. These classrooms were located within one Cleveland senior high school (i.e., South) which was not scheduled to participate in large scale field testing. The eight tests selected for pilot testing were the most complete at that point in time. Although pilot test classes were not exposed to any of the instructional material contained within the packets, each of the eight unit tests were administered and test responses analyzed using an F-Score computer program package for item analysis. Results yielded information about each test's reliability, item discrimination, item point-biserial correlations, and other general statistics.

A review of generated data revealed that an acceptable test reliability statistic ($r \geq .60$) was obtained on only two of the eight tests. Reliability coefficients obtained through the use of the Kuder Richardson Formula 20 statistic ranged from a low of .29 to a high of .85. Program management did take steps to review this data and refine test items accordingly. Preliminary evidence suggested that the quality of most of these test items was questionable. This outcome, more than likely, could be attributed to the insufficient amount of time that was actually devoted to the construction of items. Furthermore, with only 26% of the tests pilot tested, it was impossible to know the influence test construction would have on field test outcomes. (Complete item analysis data for these eight tests are on file in Cleveland's Division of Research and Development).

Concomitantly, program management began to outline field test procedures, recruit teacher participants and implement orientation processes. Such endeavors were to be completed no later than January 1, 1979. As previously explained, this deadline was also missed due to the uncertainties associated with Cleveland's voluntary desegregation plan. Decisions regarding school participation and staff reassignments were not announced by Cleveland's Office of Desegregation Implementation until the beginning of February of 1979. Consequently, program management was reluctant to finalize its field test preparations until after this date.

By March 1, 1979, 60 volunteer teachers from the project's 10 participating public senior high schools were appointed. Ten teachers, from each of the three subject areas for which materials were developed (i.e., English, social studies, and mathematics), assumed responsibility for implementing three of the instructional packages and administering their respective tests on a pre and post basis in one of their basic skills tenth grade classrooms. These individuals were designated "experimental" field test teachers. In addition, a colleague of each of these teachers assumed "control" field test responsibilities. The duty of these 30 individuals involved administering the identical three tests as were being implemented by an "experimental class" teacher counterpart to one of their own tenth grade basic skills classes on a similar pre and post time schedule basis.* Non-public participation was anticipated. However, on March 14, 1979, a notification of non-participation was received by program management. The letter which cites the reasons for such a decision is attached in Appendix Q of this report.

An orientation field test session for control teachers was held on March 8, 1979. Experimental class teachers attended their session on Saturday, March 10, 1979. One remaining session was offered on March 13, 1979 to conclude the briefing of those teachers who were unable to attend their initial respective gathering. As can be seen, these sessions were scheduled after the proposed deadline because of the extenuating circumstances previously described. Details of session activities appear in Section D of this report.

A final preliminary activity that needed to be accomplished prior to the actual start of field testing involved appointing and preparing a three member observational team to conduct random on-site visits to selected experimental teacher classrooms. This process was recommended for inclusion within project operations by the Division of Planning and Evaluation during Continuation Year Proposal negotiations. Such a request was prompted by the Division's need to know that specified lesson packet implementational procedures were followed during the teaching of project developed materials. Confirmation of standardized instructional presentations would assist in establishing the validity of field test outcomes.

The observation team consisted of the project manager and a subject content supervisor/designate representing each of the areas in which materials were developed (i.e., English, mathematics, and social studies). (Refer to Appendix C for a list of team member names). As proposed, a randomly selected number of experimental

*Refer to Appendix P for a listing of field test teacher teams.

teacher classrooms (i. e., 17 of the 30) were planned to be visited on two separate occasions. The supervisor/designate and project manager were each assigned to conduct one visit. Observations were scheduled between April 18 and May 2, 1979. Because of scheduling difficulties, 15 of the 17 classrooms were actually visited by two observers. The remaining two classrooms were observed by only one individual. (Details of the acutal visits made appear in Appendix R of this report). While conducting this procedural implementation, detailed notes were made by the observers which proved to be helpful references during the final refinement of materials. A complete presentation of observational review procedures and outcomes immediately follows this discussion.

A review of the activities conducted as a result of implementing facilitating objectives 1-1, 1-2, and 1-4 (1978-79) reveals that they were initiated and completed as prescribed. As noted, however, the scheduled timeline was altered with Division of Planning and Development approval in efforts to meet the unusual exigencies that confronted project operations during the 1978-79 school year.

3. Evaluation Design

In efforts to provide observers with applied rating standards, the project evaluator, in collaboration with the program manager, designed a ten item observation instrument. (Refer to Appendix S of this report for a copy of the instrument). Six of the items represented criteria which every experimental classroom teacher was expected to adhere to during the implementation of materials (i. e., item no. 1, 2, 4, 5, 8 and 9). These criteria represented the key elements highlighted in each packet's procedural directions. The remaining four items (no. 3, 6, 7 and 10) provided program management with supplemental information regarding the clarity of the lesson's procedural directions and the interest level of its content. Although teachers were not provided with the opportunity to review the content of the instrument, they were made aware of the general rationale for conducting the observations. The assumption was that if they had read the procedural directions contained within each lesson, they would more than likely be found implementing the materials as prescribed. Each observer possessed a duplicate copy of the complete lesson which was being observed. This procedure enabled the observer to make comparisons between proposed and actual procedural applications of each lesson.

When utilizing the instrument, the observers were to indicate the degree to which the specified criterion had been met. Numerical values were assigned to five rating categories ranging from "criterion has clearly been met" (5.00 rating score) to "criterion has not been met at all" (1.00 rating score). An average rating score of 4.00 or more for the six implementational items appearing on the instrument represented the attainment of an acceptable standard of implementation.

The four member observation team met on April 17, 1979 to receive instructions regarding observation procedures as well as to obtain a detailed explanation of the review instrument's content. After member questions were entertained, the team observed an experimental classroom teacher implementing packet materials and were instructed to utilize the instrument to judge the presentation. The teacher observed was not among the 17 selected for the formal review. Following the completion of this trial observation, attempts were made to determine inter-observer reliability statistically.

Visual examination of the trial observation ratings showed a high degree of agreement among the four raters. Low variability, however, among the raters' scores precluded obtaining a statistical measure of inter-observer reliability with available techniques (i.e., Kendall's Coefficient of Concordance: W, Coefficient Alpha, etc.). A different standard, therefore, was established to substantiate observer agreement. The criterion established required that the four observers attain at least a 90 percent overall rate of agreement during the trial observation. On each of the six implementation items appearing on the instrument, each observer's rating was compared with the rating of their colleagues. With four observers, there are six inter-rater comparisons possible on each item and 36 possible inter-rater comparisons for the six implementation items. An observer's actual rating had to be equal to or adjacent to his/her colleaque's rating on the same item to be considered demonstrating agreement. Percent agreement was obtained by dividing the number of inter-rater comparisons which met the criterion of agreement (33) by the total number of inter-rater comparisons (36). When this technique was applied, a 92 percent rate of agreement was achieved on the review instrument's six implementation items. As a result of this finding, it can be shown that the four observers did possess a common understanding of item content prior to conducting the formal observations. (Note: Trial observation rating data is on file in Cleveland's Division of Research and Development).

4. Evidence Regarding the Extent of Objective Attainment

Between April 18 and May 2, 1979 a total of 15 randomly selected experimental classroom teachers were visited on two separate occasions by two different members of the observation team. During these visits the team observed the implementation of 19 of the 30 lesson packets (i.e., 8 packets in English, 4 packets in mathematics, and 7 packets in social studies). Table 4 which appears on the following page provides a summary of the observers' total mean rating score for the six implementation items appearing on the review instrument. A review of the data reveal that the 19 observed lessons received a total mean implementation rating score of 4.71. A mean rating score of 4.00 or more represents an acceptable standard of implementation. Twenty-nine of the 30 implementations observed (or 97%) were awarded rating scores that were at or above this minimum acceptable implementation standard criterion. As result of this finding, the prescribed criterion for

TABLE 4
RESULTS OF FLS OBSERVATION
TEAM RATING PROCESS

	Teacher	School	Observation Date	Packet No.	Mean (a) Rating Score
ENGLISH	J.H.	Collinwood	4/18 4/26	1 7	4.30 5.00
	J.S.	Glenville	4/19 5/3	10 6	5.00 4.30
	B.S.	J. Marshall	4/19 4/30	4 5	5.00 5.00
	S.P.	J.F.Kennedy	4/19 4/24	2 2	5.00 4.20
	B.S.	Glenville	4/19 5/3	10 9	5.00 5.00
	A.T.	Collinwood	4/23 5/2	5 10	5.00 5.00
Sub-total	6 teachers	4 schools#	12 observations	8 packets#	4.80
MATHEMATICS	A.B.	J. F. Rhodes	4/20 4/30	16 20	4.30 3.80
	E.A.	J. F. Kennedy	4/18 4/27	19 19	4.00 5.00
	J.P.	John Hay	4/19 5/1	20 20	4.20 5.00
	R.K.	Lincoln West	4/20 5/2	18 16	5.00 5.00
Sub-total	4 teachers	2 schools#	8 observations	4 packets#	4.57
SOCIAL STUDIES	G.E.	Collinwood	4/25 4/26	27 27	5.00 4.30
	D.S.	East Technical	4/23 5/1	30 22	5.00 4.20
	J.S.	J. F. Rhodes	4/18 4/30	28 22	4.70 4.30
	R.D.	John Hay	4/26 5/1	28 29	5.00 4.70
	J.M.	J. Marshall	4/19 4/30	24 27	5.00 5.00
Sub-total	5 teachers	1 school#	10 observations	7 packets#	4.71
GRAND TOTAL	15 teachers	7 schools#	30 observations	19 packets#	4.71

(a) Mean rating score based upon individual observer's rating of six items appearing on the review instrument. A mean rating score of 4.00 or more represents an acceptable standard of implementation.

Includes unduplicated total count of project schools and lesson packets.

1978-79 performance objective 2-1 (i.e., at least 80 percent of a randomly selected group of experimental classroom teachers will be found utilizing materials at an acceptable standard of implementation) was attained.

5. Conclusions From Reported Results

Although English packet implementation obtained the highest mean rating score (4.80), very little difference was noted between the remaining two subject area implementation ratings (i.e., social studies - 4.71 and mathematics - 4.57). This finding not only confirms that experimental classroom teachers did adhere to a similar form of lesson presentation during field testing, but suggests that any difference evidenced in experimental classroom test score performance could not necessarily be attributed to variation in teacher presentation.

6. Supplementary Activities and Findings

As previously mentioned, a second three member rating panel was convened and provided with the responsibility of reviewing packet content. The intent of such a process being to establish the number of lesson packets eligible for field testing. A locally constructed rating instrument was utilized for this purpose. (Refer to Appendix M for a copy of this instrument). The instrument contained a total of 18 items which were to receive rater response. These items were categorized according to criteria recommended by the Division of Planning and Evaluation. Raters were asked to indicate the degree to which the packet's content met the specified criteria. Five rating options were available ranging from "criterion has clearly been met" (5.00 rating score) to "criterion has not been met at all" (1.00 rating score). A packet meeting all rating criteria would receive a total possible rating score of 90 points. The six rating categories and the total points possible for each category included: the featured lesson packet's task performance frequency (5 points); task importance (20 points); completeness of content (25 points); internal consistency of content (10 points); appropriateness of content (10 points); and APL model compatibility (20 points).

Raters were provided with a comprehensive orientation of the rating instrument's content. They were also given adequate opportunity to ask questions regarding its use. A series of trial ratings were initiated to establish inter-rater reliability. Packets selected for such practice use were not included as part of the 52 that were to be formally rated. Three trial ratings were necessary to establish an acceptable reliability statistic ($p \leq .05$). A fourth practice trial was completed to certify the acceptable outcome.

The Kendall Coefficient of Concordance: W statistic was utilized to validate inter-rater reliability. A high or significant value of W can be interpreted as meaning that the raters are applying the same standard in rating the lessson packet. (Note: W will take values only between 0 and +1). A summary of trial ratings appear in Table V. (Note: Details of second panel review outcomes have been previously discussed on page 41 of this report).

TABLE 5

RESULTS OF FLS PACKET INTER-RATER RELIABILITY RATING TRIALS
(N=3 Raters)

Test Trial No.	W (a)	r
1	.32	-.02
2	.49	.15
3	.82	.72*
4	.85	.78*

(a) $W = \frac{S}{1/12k^2(N3-N)}$

* $p \leq .01$

VI. Presentation of Large Scale Field Test Outcomes

A. Performance Objective 2-2 (1978-79)

1. Statement of Objective

Students in the experimental classes will evidence significantly greater knowledge of functional skill strategy techniques ($p \leq .05$), than that demonstrated by students in the control classes, following exposure to field-tested FLS lesson packets during the 1978-79 school year. Students will be tested using a locally contru ted survey instrument which corresponds to one of three content areas for which lesson packets have been developed. The analysis will focus on those survey test items which relate specifically to the given series of lesson packets taught. Pre-testing will be conducted during the week of February 5, 1979. Post-testing will be administered during the week of March 26, 1979. The program evaluator will verify attainment of the objective.

2. Activities/Facilitating Objectives 1-3 and 1-5

The activities conducted in facilitating objectives 1-3 and 1-5 were initiated during a period which extended from April 9, 1979 to August 30, 1979. This time period coincided with contingency plan dates outlined in the Continuation Year Proposal. Activities pursued during this period represent the culmination of approximately 13 months of material development. The packet

lessons were now ready to be introduced to classroom groups on a large scale trial basis. The outcomes of this endeavor were intended to provide some indication of the materials' instructional impact. As will be demonstrated, a variety of evaluation data was collected during these trials in an effort to provide direction to the final lesson packet refinement process. Although a description of field test/final packet refinement operational pursuits has previously been introduced in Section D of this report, the following discussion will attempt to provide further elaboration of the rationale which shaped these events.

Facilitating Objective 1-3 (1978-79)

Designated experimental/control class teachers will implement field-test procedures during February and March of 1979. Both teacher groups will administer their respective survey content tests on a pre (week of February 5, 1979) and post (week of March 26, 1979) basis. Experimental test teachers only will implement lesson packet activities during a 30 school-day period extending from February 12 to March 23. These same teachers will also attend a reaction feedback session scheduled during April of 1979 to culminate the field-test process. The project evaluator will verify satisfactory completion of the objective.

Facilitating Objective 1-5 (1978-79)

Beginning in May of 1979, the appointed teacher revision team will utilize observational assessments, experimental test teacher rating forms, and field test results to make final product revisions. Also, the program coordinator will continue developmental work on the project's inservice manual. This final revision process will progress for three months (from May-July of 1979). The majority of revision time will be scheduled outside of the regular school day. By July 31, 1979, the completed materials will be assembled, duplicated and placed in the FLS training kit for dissemination. The program coordinator, with assistance from the Supervisor of English-Language Arts, will direct all final revision activities. The program evaluator will verify satisfactory completion of the objective.

One of the most challenging problems confronting the project's evaluation effort related to the design of the field test process. Attempts to provide a feasible method of introducing packet content within tenth grade classrooms had to take into account a number of constraints. Included among these were the following:

(1) Quantity of project developed materials (i. e., 30 individual lesson packets).

(2) Projected time required to implement the content of each packet (i. e., 3 1/2 hours or 5 senior high school instructional periods per packet).

(3) Disparity of packet content (i. e., each packet possessed unique objectives and student performance measurements).

In addition to these constraints, a number of demands had to be met in efforts to obtain reliable field test data. An evaluation design, for example, had to be devised which provided the opportunity for each packet to be implemented in more than one teacher's classroom. Teachers, however, could not be expected to disrupt large segments of their normal instruction to implement the content of 30 packets in their classrooms. This problem was especially acute when confronted with the fact that the average packet required approximately one week of instructional time to fully implement. Furthermore, each packet possessed its own ten item performance test. In actual use, it was anticipated that these tests would be introduced after the packet's materials were taught. This would be done to assist the teacher in determining student mastery of the packet's featured skills. However, this approach could not be used when pre/post-experimental/control group comparisons of student performance were required to be obtained for field test purpose.

As a consequence of these constraints and demands, it was decided to provide experimental classroom teachers with a combination of three lesson packets to implement. The three mastery tests which accompanied a packet combination would be merged into a 30 item multiple choice test. (Refer to Appendix T for an example of typical test). The test would be administered prior to and immediately following the complete instructional presentation of the packets' content. This approach would require teachers to devote at most 15 instructional periods (or 3 weeks) to project materials. Also, with a complement of 30 experimental classroom teachers and 30 packets, each packet would be assured of being introduced by three teachers.

Care was taken to identify 30 control class teachers. These identified volunteers were paired with an experimental class teacher from their respective building. The control teachers were expected to administer their counterpart's identical packet combination test to their own class on a pre and post administration basis.

As previously explained in Section D, both groups were asked to record student attendance data for each class participating in the field testing. Additionally, experimental class teachers were instructed to provide an assessment rating of each of their implemented packet's instructional quality and were expected to attend a final feedback session which was held on May 23, 1979. A randomly selected group of these same teachers administered a student assessment instrument immediately upon completion of the field test process. A brief analysis of each of these evaluation efforts appear in this section's Supplementary Activities and Findings.

Experimental class teachers were committed to implement a combination of three lesson packets. They were permitted to make their own packet selections. These selections, however, had to be made from their respective subject content area. Program management placed all teacher volunteers (60) into 30 two member teams. Attempts were made to insure that each team consisted of one experimental and one control teacher who were not only from the same subject area, but from the same school. It was considered important to match teams according to school in that through such efforts differences that may have existed between experimental and control class school environments could be minimized. In only three cases, was program management unable to adhere to this criterion. (Refer to Appendix P for a listing of these teacher teams).

Prior to any exposure to the lesson packet content, each class in both the experimental and control conditions was administered a 30 item multiple choice test during an identical time period (week of April 7, 1979). After this administration, each class in the experimental condition was provided with the materials and instruction necessary to work through the combination of three lesson packets. Following the completion of lesson packet instruction, both the experimental and control class groups were again administered their respective multiple choice test. This administration was also accomplished during an identical time period (week of May 2, 1979).

4. Evidence Regarding the Extent of Objective Attainment

Pre and post test results were obtained from 59 of the 60 participating classes. One social studies experimental class teacher did not complete the field test implementation process because of an unexpected illness. Consequently, student performance outcomes for this teacher's class were not included in the evaluation analysis. Also excluded from the analysis were those students who did not complete both a pre and post test.

As previously discussed, field test student participants were administered 30 item multiple choice tests on a pre and post basis. These tests were constructed by merging the ten item mastery test contained within each of three lesson packets to which the student was exposed. Control class teachers administered the same 30 item test as did their experimental class teacher counterpart. The following analysis, however, presents student test performance outcomes for each lesson packet (or ten item test) separately.

Differences among the post-test scores on each ten item lesson packet test were analyzed by analysis of covariance, using the pre-test scores as covariates. This technique adjusts the post-test scores for differences that existed in the pre-test scores. The statistical summary of the analyses appear in Tables 6, 7, and 8. These tables present the actual pre-test and post-test means as well as standard deviations for both experimental and control classes on each of the packet tests.

TABLE 6

ACTUAL PRE AND POST MEANS
AND STANDARD DEVIATIONS WITH RESULTS
OF ANALYSIS OF COVARIANCE FOR FLS ENGLISH TESTS

Unit Test No. and Title (Total No. of Items Possible)	Score Type	Mean and S.D. Scores				df	F Ratio#	Significance Level
		Experimental		Control				
		X	S.D.	X	S.D.			
1. Job Preparation (10)	Actual Pre-	4.97	2.06	4.35	1.39	1/49	7.29	.009*
	Acutal Post-	5.70	2.22	3.95	1.85			
2. Job Application (10)	Actual Pre-	5.57	2.05	4.73	2.24	1/76	28.58	.001*
	Actual Post-	6.86	2.35	3.79	2.34			
3. Job Interview (10)	Actual Pre-	6.48	2.10	5.38	2.11	1/72	35.50	.001*
	Actual Post-	7.34	1.75	4.38	2.13			
4. Help Wanted Ads (10)	Actual Pre-	5.76	2.20	5.56	1.78	1/63	2.36	.126
	Actual Post-	6.30	2.05	5.52	1.83			
5. Writing Letters (10)	Actual Pre-	4.86	1.63	5.11	1.81	1/79	8.98	.004*
	Actual Post-	6.00	1.60	5.16	2.10			
6. Using Telephone Directories (10)	Actual Pre-	4.78	1.70	3.81	1.50	1/61	8.27	.006*
	Actual Post-	5.46	2.01	3.52	1.78			
7. Newspaper Facts & Opinions (10)	Actual Pre-	4.60	2.19	4.50	2.18	1/56	8.47	.005*
	Actual Post-	6.26	2.56	4.41	2.70			
8. Advertising Appeals (10)	Actual Pre-	4.58	1.98	4.81	1.82	1/73	14.63	.001*
	Actual Post-	5.79	1.86	4.19	1.85			
9. Taking A Test: Following Directions (10)	Actual Pre-	5.65	1.18	5.53	1.43	1/66	15.40	.001*
	Actual Post-	7.84	1.46	5.93	2.46			
10. Understanding Your Pay Stubs (10)	Actual Pre-	4.05	1.82	3.33	1.59	1/74	13.22	.001*
	Actual Post-	5.38	2.11	3.52	1.70			

*Achieved Criterion ($p \leq .05$)

#The F ratios were computed on post score means after adjusting for effects of the covariate. The table appearing above shows unadjusted means.

TABLE 7

ACTUAL PRE AND POST MEANS
AND STANDARD DEVIATIONS WITH RESULTS
OF ANALYSES OF VARIANCE FOR FLS MATHEMATICS TESTS

Unit Test No. and Title (Total No. of Items Possible)	Score Type	Mean and S.D. Scores				df	F Ratio	Significance Level
		Experimental		Control				
		$\bar{X}$	S.D.	$\bar{X}$	S.D.			
11. Budgeting (10)	Actual Pre-	4.83	2.15	3.71	2.05			
	Actual Post-	5.96	2.18	4.57	2.23	1/51	2.91	.090
12. Using Bus Schedules (10)	Actual Pre-	5.44	1.89	5.43	1.74			
	Actual Post-	6.28	1.88	5.03	1.81	1/70	8.77	.004*
13. Using Credit Wisely (10)	Actual Pre-	4.40	1.58	4.58	2.06			
	Actual Post-	4.32	1.85	4.62	1.90	1/72	.27	.999
14. Banking Services: Savings Accounts (10)	Actual Pre-	3.50	1.91	3.94	1.29			
	Actual Post-	3.92	1.94	4.16	1.86	1/68	.01	.999
15. Banking Services: Checking Accounts (10)	Actual Pre-	4.81	1.92	4.60	2.06			
	Actual Post-	5.58	1.91	4.37	2.01	1/72	8.42	.005*
16. Comparative Shopping: Food (10)	Actual Pre-	4.48	1.84	3.47	1.78			
	Actual Post-	3.47	1.78	4.05	1.96	1/58	.01	.999
17. Comparative Shopping: Furniture And Appliances (10)	Actual Pre-	5.12	1.28	4.29	1.86			
	Actual Post	5.96	1.75	5.69	1.47	1/60	.06	.999
18. Comparative Shopping: Clothing (10)	Actual Pre-	5.95	2.43	6.04	2.55			
	Actual Post	6.64	1.94	6.44	2.41	1/65	.30	.999
19. Selecting, Financing and Insuring An Automobile (10)	Actual Pre-	4.51	1.82	4.30	1.32			
	Actual Post-	4.30	1.32	4.43	1.79	1/74	9.31	.003 @
20. Measuring For Home Improvement (10)	Actual Pre-	3.45	1.50	3.04	1.17			
	Actual Post-	3.52	1.28	4.18	2.37	1/60	2.32	.129

*Achieved Criterion ($p \leq .05$)

The F ratios were computed on post score means after adjusting for effects of the covariate. The table appearing above shows unadjusted means

@ The statistical signifance (p=.003)was in favor of the control group

TABLE 8

ACTUAL PRE AND POST MEANS
AND STANDARD DEVIATIONS WITH RESULTS
OF ANALYSES OF COVARIANCE FOR FLS SOCIAL STUDIES TESTS

Unit Test No. and Title (Total No. of Items Possible)	Score Type	Mean and S.D. Scores				df	F Ratio#	Significance Level
		Experimental		Control				
		X	S.D.	X	S.D.			
21. Lease/Rental Agreements (10)	Actual Pre-	6.09	2.23	5.60	1.88			
	Actual Post-	6.87	2.07	6.03	2.22	1/88	2.11	.146
22. Warranties and Guarantees (10)	Actual Pre-	4.38	1.27	3.70	1.51			
	Actual Post-	6.00	2.04	3.83	1.34	1/69	20.02	.001*
23. Post Office (10)	Actual Pre-	4.17	1.34	4.30	1.49			
	Actual Post-	5.28	1.71	4.52	1.75	1/40	2.74	.102
24. Law & People: When to Hire a Lawyer (10)	Actual Pre-	6.46	1.71	5.80	1.84			
	Actual Post-	7.02	2.06	5.23	2.19	1/100	13.86	.001*
25. Voting Procedures (10)	Actual Pre-	4.48	2.06	4.89	1.87			
	Actual Post-	5.65	1.62	4.82	1.72	1/58	7.76	.007*
26. Mini-Consumer Guide (10)	Actual Pre-	3.37	1.46	3.96	1.94			
	Actual Post-	4.84	1.26	4.33	1.90	1/42	2.73	.102
27. Understanding and Using Maps (10)	Actual Pre-	5.04	1.71	4.59	1.85			
	Actual Post-	5.33	1.78	4.57	1.92	1/100	2.72	.098
28. Paying Taxes (10)	Actual Pre-	5.22	1.77	4.45	1.63			
	Actual Post-	5.69	1.62	4.81	1.82	1/84	1.89	.169
29. Becoming a Licensed Driver (10)	Actual Pre-	4.42	1.84	4.46	1.35			
	Actual Post-	5.84	1.74	4.92	1.61	1/42	3.44	.086
30. Museums and Libraries (10)	Actual Pre-	5.22	1.77	4.47	1.65			
	Actual Post-	5.76	1.81	4.11	1.86	1/80	12.55	.001*

*Achieved Criterion ($p \leq .05$)

#The F ratios were computed on post score means after adjusting for effects of the covariate. The table appearing above shows unadjusted means.

The analyses reveal that after the post-test scores were adjusted for differences in the pre-test scores, the experimental groups scored significantly higher than the control groups on 15 of the 30 (or 50%) lesson packet tests. In one instance (i. e., mathematics lesson packet test #19), the statistical signficance was in favor of the control group. Also, it should be noted that the English content area had a considerably higher number of experimental class groups achieving the performance objective criterion ($p \leq .05$) as compared with the other two areas (i. e., 9 out of 10 English classes vs. 2 out of 10 mathematics classes and 4 out of 10 social studies classes).

In addition, experimental and control mean gain scores were computed for all packets within each content area (i. e., mean post-test score minus mean pre-test score). Table 9 presents the range of gain (low to high) and the mean gain by group type for each content area. The reader should note that the gain scores appearing in Table 9 are expressed as a percentage of the total possible score.

Table 9

SUMMARY OF FLS MEAN GAIN SCORES
BY CONTENT AREA*

Content Area	Group Type	Range of Gain		X Gain
		Low	High	
English	Exper.	+ 5.4%	+28.6%	+13.5%
	Cont.	- 9.4%	+ 6.2%	- 1.5%
Mathematics	Exper.	-10.1%	+11.3%	+ 3.4%
	Cont.	- 2.3%	+14.0%	+ 4.2%
Social Studies	Exper.	+ 2.9%	+16.2%	+ 9.4%
	Cont.	- 5.7%	+ 4.6%	+ 9.9%

*Gain scores expressed as percentage of total possible points.

The results presented in Table 9 show that the greatest mean gain score difference between experimental/control groups occurred in the English content area. The English experimental classes evidenced a mean score gain that was 15 percent higher than their control group counterparts (i. e., +13.5% vs. -1.5%). Negligible differences in mean gain scores were evidenced in the mathematics and social studies areas.

A review of the actual post scores recorded for expermental classes within the three content areas provides additional evidence that is of interest. As previously mentioned, program

management has included the 10 item tests used during field testing as part of the finished packets. It is intended that such tests will provide an indication of how well students master the particular skills featured in each lesson. Although program management has not provided users with specific criterion scores to assist them in determining mastery performance, it would not be unreasonable to expect that at least 8 out of 10 test items be answered correctly (or the attainment of at least an 80% score) to demonstrate mastery of the respective packet's featured skills. Tables 6, 7, and 8 show that in each of the three content areas the actual experimental class post score performance did not meet or exceed this criterion measure. In fact, in each area the mean post score approximated a 50 percent mastery performance (i. e., English - 5.83 or 58%, mathematics - 5.00 or 50%, and social studies - 6.29 or 62%). The range of mean scores expressed from lowest to highest in each area were as follows: English (5.38 - 7.84), mathematics (3.47 - 6.64) and social studies (4.84 - 7.02).

A final activity pursued during this review of student test outcomes involved computing a reliability statistic for each test using the Kuder-Richardson Formula #21. The experimental classes' actual mean post-test student scores were utilized in these computations. Tables 10, 11, and 12 presents a summary of each analysis.

It has been demonstrated that "good" as well as "usable" teacher made tests should obtain reliability coefficients between +.60 and +.80. Adopting this criterion, the reader will note that only one of the 30 project's locally constructed 10 item tests exceeds the minimum acceptable reliability coefficient standard (i. e., English test #2, r=+.61). The range of these reported reliability coefficients (low to high) in each area is extensive (i. e., English +.06 to +.61, mathematics -.39 to +.49, social studies -.57 to +.50).

The short length of project tests (i. e., ten items per packet test) may be a factor contributing to these low reliability coefficients. Reliability is a function of test length. A test, from a theoretical point of view, may be made as reliable as desired by increasing its length. The Sperman-Brown formula can be used to estimate the increased degree of reliability that would be obtained by increasing test length. This evaluator used the formula to determine how many items each project packet test should possess to achieve minimum acceptable reliability (r=+.60). Based upon the average reliability coefficient that was obtained for all project tests (r=+.27), this calculation demonstrated that project tests must be made 4 times longer, or be expanded from 10 items to 40 items, before a minimum standard of acceptability can be achieved.

As demonstrated, a number of insights can be gleaned from a review of field test outcomes. The interpretation of these results will follow this discussion. Data, however, suggests that the criterion included in performance objective 2-2 (1978-79) was only partially attained. This conclusion is based upon a previously cited finding which demonstrates project experimental class groups scoring significantly higher than control class groups on 15 of the 30 lesson packet tests.

TABLE 10

SUMMARY OF TEST ITEM ANALYSIS RESULTS
FOR FLS ENGLISH TESTS

Unit Test No. and Title (Total No. Of Items Possible)	Number of Subjects*	Post Mean Score	S.D.	Reliability Coefficient**
1. Job Preparation (10)	30	5.70	2.22	.50
2. Job Application (10)	44	6.86	2.35	.61
3. Job Interview (10)	44	7.34	1.75	.36
4. Help Wanted Ads (10)	37	6.30	2.05	.44
5. Writing Letters (10)	43	6.00	1.60	.06
6. Using Telephone Directories (10)	41	5.46	2.01	.39
7. Newspaper Facts & Opinions (10)	35	6.26	2.56	.55
8. Advertising Appeals (10)	43	5.79	1.86	.29
9. Taking A Test: Following Directions (10)	37	7.84	1.46	.20
10. Understanding Your Pay Stubs (10)	42	5.38	2.12	.45

*Number of Subjects include those students in the experimental classroom that took both a pre-test and a post-test

**The Kuder-Richardson Formula #21 was used to compute reliability

TABLE 11

SUMMARY OF TEST ITEM ANALYSIS RESULTS
FOR FLS MATHEMATICS TESTS

Unit Test No. and Title (Total No. Of Items Possible)	Number of Subjects*	Post Mean Score	S.D.	Reliability Coefficient**
11. Budgeting (10)	24	5.96	2.18	.49
12. Using Bus Schedules (10)	36	6.28	1.88	.34
13. Using Credit Wisely (10)	47	4.32	1.85	.29
14. Banking Services: Savings Accounts (10)	38	3.92	1.94	.37
15. Banking Services: Checking Accounts (10)	43	5.58	1.91	.32
16. Comparative Shopping: Food (10)	40	4.30	1.94	.35
17. Comparative Shopping: (10) Furniture and Appliances	26	5.96	1.75	.21
18. Comparative Shopping: Clothing (10)	39	6.64	1.94	.41
19. Selecting, Financing and Insuring An Automobile (10)	45	5.60	1.62	.07
20. Measuring For Home Improvement (10)	33	3.51	1.28	-.39

*Number of Subjects include those students in the experimental classroom that took both a pre-test and a post-test

**The Kuder-Richardson Formula #21 was used to compute reliability

TABLE 12

SUMMARY OF TEST ITEM ANALYSIS RESULTS
FOR FLS SOCIAL STUDIES TESTS

Unit Test No. and Title (Total No. Of Items Possible)	Number of Subjects*	Post Mean Score	S.D.	Reliability Coefficient**
21. Lease/Rental Agreements (10)	54	6.87	2.07	.50
22. Warranties and Guarantees (10)	40	6.00	2.04	.49
23. Post Office (10)	18	5.28	1.71	.15
24. Law & People: When to Hire a Lawyer (10)	57	7.02	2.06	.51
25. Voting Procedures (10)	31	5.65	1.62	.06
26. Mini-Consumer Guide (10)	19	4.84	1.26	-.57
27. Understanding and Using Maps (10)	57	5.33	1.78	.22
28. Paying Taxes (10)	54	5.69	1.62	.07
29. Becoming a Licensed Driver (10)	19	5.84	1.74	.20
30. Museums and Libraries (10)	45	5.76	1.81	.25

*Number of subjects includes those students in the experimental classroom that took both a pre-test and a post-test

**The Kuder-Richardson Formula #21 was used to compute reliability

5. Conclusions From Reported Results

It is difficult to arrive at generalized conclusions regarding field test outcomes. A number of variables can be cited which contribute to this problem. A major obstacle has been the inability to establish an acceptable level of test reliability. As explained, the limited number of items which were included on each test to a great extent precluded attaining this criterion standard. The short period of time, however, devoted to test construction (one month) and the large number of packets (30 packets) which required such attention placed extreme limitations on the quantity of test items that could be generated for each packet. Despite the fact that 300 test items were developed within this short time period, the number was still insufficient to establish an acceptable reliability statistic for each packet test. Furthermore, efforts to pilot test such items were thwarted because of these time restraints. Evidence can be presented which demonstrate the value of pursuing an extensive try-out of test items prior to their actual use in field testing. For example, a review of field test item analysis results (Tables 10, 11, and 12) for the eight tests which were pilot tested (i.e., English tests no. 1, 2, 3; mathematics tests no. 11, 14, 15; and social studies tests no. 21, 24) reveal that such tests attained a higher mean reliability coefficient than did the remaining tests not involved in these efforts (i. e., +.45 vs. +.21).

A second problem related to interpreting the impact of field test outcomes concerns the post-test performance of experimental class student participants. One cannot ignore the relatively low mean post-test scores recorded for all packet tests in each area (i. e., English 5.83, mathematics 5.00 and social studies 6.29). This is an especially critical issue when one considers that these packets have been developed to assist students in attaining functional skill proficiencies in areas deemed essential to successful everyday living. Even in cases where experimental class groups performed significantly better than their control group counterparts, the mean post-test score for those packet tests demonstrate less than mastery performance (i. e., English 6.29, mathematics 5.93 and social studies 6.11). This outcome may be attributed to the problems associated with test item development or the ineffectiveness of packet materials in developing functional skill proficiency.

A final aspect that merits attention regards the disparity in content area group performance. As demonstrated, group performance outcomes were substantially better in English than in the remaining two content areas. A four member observation team has substantiated that a standardized implementation approach was carried out by experimental class teachers in each content area during the field test process. Differences, therefore, in implementational approaches appear not to be a contributing factor in this situation. The only explanation that appears to provide a degree of insight regarding this matter relates to the expertise of project personnel. Throughout the entire duration of the project, personnel has primarily been drawn from the English-Language Arts area. During the second project year, major developmental and refinement

activities were primarily conducted by the program manager and contracted writer who possessed expertise in this content area. Mathematics and social studies personnel were consulted on a less frequent basis during the two-year grant period.

6. Supplementary Activities and Findings

Various supplementary evaluation activities were conducted during and after the implementation of the field test process. These activities were intended to yield additional information regarding the impact of project developed materials. The activities included: developing comparisons between various field test outcome measures, analysing teacher and student packet assessments, and considering final review panel ratings of project materials. The following presentation will briefly describe the outcomes of these endeavors.

Field Test Outcome Comparisons - Appropriate nonparametric analyses (i. e., Chi-square statistic and Fisher Test) were conducted to determine if a statistically significant degree of association existed between the following field test outcome measures:

- Implementation observation ratings and test performance.
- Test reliability coefficients and test performance.
- Experimental class student attendance and test performance.

Analysis results failed to identify any statistically significant ($p \leq .05$) associations between any of these measures. A detailed discussion of the approaches used to define the dimensions of each analysis appears in Appendix U of this report.

Teacher and Student Assessments of Lesson Packets - During field testing, experimental class teachers were asked to assess each of their assigned lesson packets immediately after implementation was completed. An analysis of this data revealed that 25 of the 30 experimental class teachers completed such assessments (i.e., 9 of the 10 English teachers, 9 of the 10 mathematics teachers, and 7 of the 10 social studies teachers). It was also anticipated that each of the 30 packets would be rated by three individials. Data, however, indicate that only 18 of the packets received three teachers' ratings. Fewer than three teachers rated the remaining 12 packets (i.e., 9 packets were assessed by 2 raters, 2 packets were assessed by one rater, and social studies packet #9 was not rated).

To complete this assessment process, teacher participants utilized the same locally constructed rating instrument that was used by the first project review panel (1977-78). Refer to Appendix L for a copy of the instrument). Teachers were presented with an explanation of the instrument and received the opportunity to present their questions regarding its content. This was accomplished

during an orientation session held prior to field-testing. Inter-rater reliability, however, was not established statistically.

The instrument instructed teacher raters to indicate the degree to which they agreed or disagreed with statements related to the clarity, effectiveness, and usability of the lesson packet under review. A total of 17 statements were to be assessed on a five-point scale of agreement ranging from "strongly agree" (5) to "strongly disagree" (1). Each of the statements represented a positive criterion factor that should appear in a quality packet. In an effort to provide a common point of reference when interpreting rating results, a positive effectiveness standard was established. As noted, a "5" represented the most positive assessment rating, while a "1" corresponded to the most negative rating. As the point of reference, an item rated 4.00 or above was considered to demonstrate attainment of the effectiveness criterion.

The analyses consist of computing the mean rating score total for the three content areas as a group (i.e., English, mathematics, social studies). Mean rating score totals were also computed by content area and instrument category (i.e., clarity, effectiveness, and usability). Finally, a mean rating score total was derived for each packet and instrument category. (Refer to Table 13 and Appendices V and W for the results of these computations).

A review of Table 13 reveals that as a group the packets were considered to have attained the positive effectiveness standard ($\geq$4.00 score) on the majority of items(11 of the 17 or 65%) appearing on the assessment instrument. Among categories, packet effectiveness included the greatest percentage of items which demonstrated attainment of the positive effectiveness standard rating (i.e., 71% or 5 of 7 items were rated positively). The usability category included 4 of 6 (or 64%) of positively rated items and the clarity category contained 2 of 4 (or 50%) of these items. The areas in which the packets were considered to be the most deficient ($\leq$ 3.99 score) related to mastery test development, the variety and interest of instructional materials, and the design of student activity materials. Although it has not been confirmed, each of these deficiencies may have contributed somewhat to repressing student test performance.

Results of content area mean rating score totals (Refer to Appendix V) demonstrates that in the areas of mathematics and social studies a positive criterion standard was attained in each of the three assessment categories (i.e., clarity, effectiveness, usability). English, however, failed to attain the standard in two categories (i.e., clarity - 3.75 mean rating score total and effectiveness - 3.84 mean rating score total).

Finally, a mean rating score total was computed for 29 of the 30 packets. (Refer to Appendix W). This score represented the average score obtained for the three content areas. A review of

*Assessment data were not obtained for social studies packet #9.

TABLE 13

ITEM ANALYSIS OF EXPERIMENTAL CLASS TEACHER PACKET ASSESSMENTS

Items Attaining Criterion(Actual Mean Score $\geq$ 4.00[a]) (Items are ranked from highest to lowest score)				Items Not Attaining Criterion(Actual Mean Score $\leq$ 3.99[a]) (Items are ranked from highest to lowest score)			
Item Category# and No.	Item Description	N*	$\overline{X}$	Item Category# and No.	Item Description	N*	$\overline{X}$
A-1	The "student objectives" are clearly stated.	71	4.54	A-4	The activity worksheet directions for students are understandable.	73	3.94
C-3	The lesson emphasizes essential skills that adults must possess to function competently in everyday life.	69	4.50	C-5	The instructional activities permit students to adequately practice the skills emphasized in the lesson.	66	3.93
C-6	The lesson's content is adaptable for most school settings.	70	4.34	C-4	The lesson will hold the interest of students.	68	3.91
B-1	The "instructional overview" provides teachers with an appropriate summary of the lesson's content.	68	4.31	B-2	The lesson features a variety of instructional methods.	74	3.87
A-2	The "instructional procedures" written for teachers are clear.	71	4.22	B-7	The mastery test measures the outcomes of the lesson as defined by the objectives.	65	3.72
B-4	The featured instructional methods are practical for classroom use.	73	4.18	A-3	The lesson has clearly identified answer keys that correspond to each activity and mastery test.	62	3.32
C-2	The lesson's content is arranged in an orderly sequence.	72	4.13				
B-5	The instructional activities facilitate the attainment of the lesson's objectives.	72	4.12				
B-6	The lesson's content adequately addresses the stated topic.	73	4.12				
B-3	The vocabulary activity will support the language development of students.	72	4.07				
C-1	A teacher with little prior knowledge of the lesson's content could easily implement the lesson.	73	4.04				

#Item categories include statements of clarity (A), effectiveness (B), and usability (C).

*N includes only those assessments which received a score of from 1 to 5.

(a) Actual mean score represents the average score obtained for the three content areas.

these results indicated that 11 of the 29 packets (or 38%) did not attain the positive rating standard. This included five English packets, 4 mathematics packets, and two social studies packets. Further investigation revealed that among the 11 packets found not attaining the rating criterion standard, 7 or (66%) were those whose experimental class student's test performance exceeded control group performance ($p \leq .05$).

It is interesting to note that experimental class teachers more often rated English packets below the positive rating standard than did their colleagues in the other two subject areas. As a group, however, they had more packets (9 English packets vs. 2 mathematics packets and 4 social studies packets) achieving the performance objective 2-2 (1978-79) criterion (i.e., experimental class students will evidence significantly greater knowledge of functional skill strategy techniques ($p \leq .05$) than that demonstrated by control class counterparts). One can only speculate that this disparity can be attributed to the fact that English teachers may have been more critical than their colleagues in assessing the materials because of their department's (English-Language Arts) prime sponsorship of the project.

Students provided a second assessment of project materials. Immediately following field test implementation, a locally constructed assessment questionnaire was sent to 15 randomly selected experimental classrooms. The instrument sought to determine such factors as student perceptions of the clarity, the level of interest, and the length and difficulty of the materials and the tests. Twelve statements appearing on the instrument related to the materials and eight pertained to the tests. A total of 214 students completed the questionnaire. Since approximately 750 experimental class students were involved in the field testing, this is a sample of nearly 30 percent of this population.

Students answered the 20 item questionnaire anonymously. They were instructed to designate whether, in their opinion, a statement was "true" or "false". A "not sure" response was also provided on the Questionnaire. A copy of the instrument and a summary of student responses appears in Appendix X of this report.

Data were analyzyed according to subject area (i.e., English, mathematics and social studies and item response). In both analyses, responses were highly positive (Refer to Appendix X). Unlike Teacher assessments (i.e., English packets obtained fewer positive ratings than did mathematics and social studies packets), student reactions proved to be extremely consistent in each subject area. The only items in which students indicated a less than majority overall positive response were: Item 7 - My regular class-work has taught me more useful things than what I have learned from these materials; Item 8 - I would like to be taught using more of the material; Item 10 - I found the material to be dull; and Item 19 - I think my teacher did not like the material.

Final Review of Lesson Packets - The last supplementary activity conducted by project personnel involved a final review of lesson packets. As requested by Ohio's Division of Planning and

Evaluation, the review was to be conducted by three curriculum specialists from outside the local school system. Program management anticipated obtaining the services of the former experts who had taken part in the project's second review of packets (October, 1978). These individuals possessed a familiarity with the rating instrument, packets, and process. Their "post" assessments of the materials, therefore, could be compared with their earlier ones to provide an indication of the success of the project's refinement process. Unfortunately, only one of the three original review members could schedule their participation. Consequently, program management was forced to seek an additional two members. (Refer to Appendix C for a list of final review team member names).

The group met on August 2 and 3 of 1978 to receive an explanation of the rating instrument's content and the review's procedural directions. After group questions were entertained, an attempt was made to establish inter-rater reliability. The team had the opportunity to participate in a practice rating trial by evaluating a packet that was not to be included in the formal review. Statistical inter-rater agreement ($p \leq .05$) was attained on this first rating trial. The Kendall coefficient of concordance: W statistic was again used to validate the outcome ($W=.78$, $r=+.67$. $p < .05$). Subsequently, program management assigned 20 of the 30 packets to each rater. Raters were to provide an individual assessment of each assigned packet. As was the case during the second review, each packet was individually rated by two of the three panel members.

The rating instrument utilized during this process was the identical one used during the second packet review. Raters were expected to respond to 18 items. The items were categorized according to six criterion topics. Members were asked to indicate the degree to which the packet's content met the specified criteria. Five rating options were available ranging from "criterion has clearly been met" (5.00 rating score) to "criterion has not been met at all" (1.00 rating score). A packet meeting all criteria could receive a total possible rating score of 90 points. A maximum rating score of 180 points could be obtained when the raters' scores were combined. (Refer to Appendix M for a copy of the instrument).

The analysis compared the combined rating scores obtained during October of 1978 and August of 1979. Data appearing in Table 14 indicates that raters recognized an improvement had been made in packet content as a result of second year development/refinement activities. When mean rating score totals for October and August were compared, a 12% rating score gain (or an increase of 21 points) was obtained. According to rater assessments, the average packet exhibited an 83% level of criterion attainment in September as compared with a 95% level in August. Despite the fact that English packets received the lowest mean October percentage score rating (82%), the packets obtained the highest mean percentage score rating in August (97%). Also, English packets demonstrated the highest mean percentage rating score gain among the three content areas (15%).

mathematics and social studies packets were rated slightly higher than English in October, but received slightly lower August ratings and score gains than did the English packets.

TABLE 14

COMPARISON OF FLS LESSON PACKET PANEL REVIEW RATINGS ACCORDING TO SUBJECT CONTENT AREA
(October 1978 Panel Review vs. August 1979 Panel Review)

Total Possible Points = 180

Content Area	Mean Rating* (Sept. 1978)	Mean Rating* (Aug. 1979)	Mean Rating Score Gain
English	147/82%	174/97%	+27/+15%
Mathematics	152/84%	171/95%	+19/+11%
Social Studies	151/84%	169/94%	+18/+10%
Totals	150/83%	171/95%	+21/+12%

*Actual mean rating scores are presented. Also the scores are expressed as a percentage of the total possible points (180).

In addition, a review of individual packet rating scores reveals that only 2 of the 30 packets received a slightly lower score in October as compared with August. The lower point scores were obtained for mathematics lesson packet no. 12 (from 166 to 162 points) and social studies packet no. 26 (from 153 to 152 points). Refer to Appendix Y of this report for a summary of individual packet rating scores.

The results of both analyses cited above appear to confirm the theory that English packet development/refinement received a greater portion of staff attention.

F. Dissemination

Throughout the two years of Title IV-C funding, a concentrated effort was made by the Functional Life Skills Project to disseminate information about project activities to a variety of school, parent, and special interest groups within the Greater Cleveland community. Several methods were used to maximize the exposure of project sponsored activities to a large number of professional and lay persons.

Of primary concern was disseminating information to administrators, teachers, and students within the Cleveland Public Schools and the Cleveland Catholic Diocese. Several in-house publications, including the former Superintendent's Bulletin, The Project (a Compensatory Education newsletter), and project developed Fact Sheets provided detailed information about program personnel and activities. In addition, project staff representatives regularly attended subject content area Departmental Chairperson meetings, Project Manager meetings, and Curriculum Staff meetings to further publicize project sponsored activities. Also program management prepared an exhibit for the 1978 Compensatory Education Fair which provided numerous representatives from surrounding school systems with the opportunity to review project materials.

The Community Communications Council became a major source for informing parents of the purpose of project and student-related activities. Council members included parents and various interested community representatives. Parent members of the Council were active in the Parent-Teacher Association and provided their colleagues with regular up-dates of project progress. Community members provided space in organizational newsletters to promote project activities. A randomly selected group of Cleveland senior high school parents was asked to complete a project sponsored survey aimed at providing program management with input regarding developmental priorities. (Refer to Appendix I of this report for a copy of an introductory letter and survey that was sent to parents).

The project was represented at the 1978 and 1979 Ohio Department of Education Title IV-C Spring Conferences in Columbus, where there were ample opportunities to display materials and discuss developmental methodologies.

G. Conclusions/ Recommendations

The Cleveland Public Schools Functional Life Skills Project proposal was developed at a time (1977-78) when public educational institutions throughout the country were being severely criticized. The public had concluded that students were grossly unprepared to utilize skills needed to function effectively in everyday life. In response, many school systems initiated comprehensive testing programs to assess the degree of students' deficiencies. Very few systems, however, appeared to concern themselves with the type of instruction that needed to be introduced within classrooms to promote competency achievement. Cleveland, therefore, decided to focus its primary attention upon the instruction issue.

The submission of Cleveland's proposal represented an attempt to provide a model that school systems could utilize when developing functional skill competency materials aimed at addressing their own instructional needs. Although commercial publishing firms have developed an array of packaged teaching materials, it is believed that the unique instructional needs of most classroom teachers still have not been adequately addressed. Cleveland's materials, therefore, could provide an exemplary resource which offers teachers potential assistance.

Unfortunately, the findings presented within this report can only provide a tentative indication of the materials' impact. This situation exists primarily because of a number of management decisions as well as various unforseen circumstances that appeared to interfere with the project's development activities. The following review will attempt to highlight the major shortcomings and accomplishments of this two year experience. The evaluator's recommendations conclude this presentation and are offered to further future development efforts.

During the initial stages of first year operations, a management decision was made which had far reaching ramifications for the remainder of the funding period. The decision pertained to the number of lesson packets that were intended to be developed. As demonstrated, each first year teacher writer was not only to have designed two lesson packets, but was to have created a mastery test which would accompany each product. A volunteer group of 42 senior high school teachers representing five subject areas (i.e., English, mathematics, social studies, science, and vocational education) were identified to assume writing responsibilities. Consequently, a total of 84 lesson packets should have been completed. At the conclusion of first year activities, a total of 52 packets were actually developed.

Despite the reduced number of packets that were developed, program management, under optimum conditions, would have found it extremely difficult to monitor the quality of the design process. Optimum conditions would dictate that an adequate and uninterrupted time period be allotted to the development process (i.e., at least nine full months); a staff of writers who had demonstrated successful experience in curriculum and test development be appointed; and sufficient time be allocated to the production and pilot testing of measurement instruments.

As related, the conditions cited above did not exist. It was originally envisioned, for example, that approximately seven months (November, 1977 through May, 1978) would be available for initial lesson packet development and pilot testing. Writing, however, practically ceased during December and January

of this time period because of extreme inclement weather, teacher absences, employee payroll uncertainties, etc. As a result, first year teacher writers were expected to conduct development activities within a period of less than five months. During this period, only 15 all day or half day writing workshop sessions were scheduled by program management. In actuality, the majority of writing was accomplished at the home of each writer. Consequently, not only did the writers have an extremely limited amount of development time available to them, but program management was unable to closely monitor writing quality because most work was done at each teacher's home. In addition, the majority of teacher volunteers had not previously developed curriculum or test related materials. Only two of the four three-hour orientation workshops offered to the writers dealt specifically with material and test development. Consequently, most writers remained curriculum/test development novices. Finally, because of the interruptions that occurred in the 1977-78 school year, inadequate pilot testing of developed materials took place. In fact, as previously stated, the majority of the packets' content remained incomplete at the close of the year. Furthermore, minimal attention was devoted to the development and/or refinement of each packet's mastery test.

Similar circumstances affected second year (1978-79) project operations. Although a recognized panel of experts recommended that only 30 packets receive further development/refinement attention, a systemwide employee work stoppage (26 days in length) prevented program management from obtaining needed teacher assistance to complete the developmental process. Concomitantly, an unexpected restructuring of Cleveland's administrative staff dictated that a change be made in the position of project manager. This change further disrupted the continuity of program operations. In an effort to become familiar with project goals, the new project manager and a contracted writer assistant were forced to spend valuable time reviewing previous activities. The necessary work required to complete the content of 30 packets remained a monumental task for two individuals. Although limited teacher assistance was finally obtained after the work stoppage was resolved, the staff's efforts were primarily focused upon the completion of packet content with very little attention being devoted to test development and pilot testing.

A final difficulty which confronted program associates involved the field test process design. As previously described, a number of constraints appeared to confound efforts to obtain reliable field test data. The major difficulty continued to be the quantity of developed lesson packets. With only one month of time allocated to test construction (March, 1979), program management found it extremely difficult to devise even a minimum of ten multiple choice items for each of the 30 packets. Test construction has always been an extremely tedious undertaking. Numerous test trial administrations must be implemented before acceptable items can be produced. As noted, approximately 300 items (30 packets x 10 items per packet) were developed during the month of March, 1979. Most tests did not receive stringent pilot test administrations because field test implementation was to begin shortly (April 1, 1979). As a result, reliability statistics were not generated for the majority of items. The "goodness" of the items remained an unknown factor in the field test process. Although reliability statistics were generated after the completion of field testing, it was found that the small number of items appearing on each test (10) more than likely contributed to the attainment of low reliability coefficients. Without reliable tests, it is impossible to make an accurate assessment of the lesson packets' impact upon student performance.

Despite these shortcomings, evidence has been presented within this report which suggests that Cleveland's developed lesson packets can offer potential assistance to secondary school classroom teachers. Experimental class teacher assessments of packet content, for example, indicated generally positive rating responses. Among the three categories included on the teacher's assessment instrument (i.e., packet effectiveness, clarity and usability), the effectiveness category included the greatest percentage of items (5 of 7) attaining the stringent positive rating criterion ($\geq$ 4.00 score). These five items included:

- the "instructional overview" provides teachers with an appropriate summary of the lesson's content;
- the featured instructional methods are practical for classroom use;
- the instructional activities facilitate the attainment of the lesson's objectives;
- the lesson's content adequately addresses the stated topic;
- the vocabulary activity will support the language development of students.

The areas in which the packets were considered to be the most deficient ($\leq$ 3.99 score) related to mastery test development, the variety and interest of instructional materials, and the design of student activity materials.

Students also provided an overall positive assessment of project materials. As noted previously in this report, the majority of the 214 respondents indicated that the material helped them learn about things they did not know before; more students in their school should be taught the material; and the topics covered in the material were the kinds of things they needed to know when they graduate from high school.

Finally, the panel of three curriculum experts who rated the materials during the conclusion of the two-year grant period determined that the average packet had exhibited a 95% level of criterion attainment. (NOTE: A rating score at or above 171 points on a 180 total possible point scale indicated a 95% level of criterion attainment). Further review of the panel's ratings indicated that each of the 30 packets achieved at least a 90% level of criterion attainment. The following criterion standards are indicative of those that were being rated. These included:

- This packet addresses a task which most individuals must perform.
- The featured instructional activities permit students to adequately practice skills emphasized in the lesson.
- The identified Adult Performance Level (APL) skills presented in this lesson emphasize the attainment of practical knowledge not the recall of trivia.
- This packet's content adequately addresses the stated topic.

As stated above, the absence of reliable test data precludes making an accurate assessment of the packets' impact. Those, however, who either utilized the materials or reviewed them indicated that they possess the potential of becoming a successful classroom instructional resource. In this evaluator's opinion, the following recommendations, if implemented, would help to insure that teachers are introducing a valuable learning experience within their classrooms. These recommendations include:

- The Cleveland Public Schools should identify funds for the purpose of continuing the refinement of the lesson packets' test items. Further refinement is necessary to obtain reliable tests that can provide accurate information regarding the progress of students' skill performance. It is absolutely essential, however, that a comprehensive pilot testing and revision process be introduced during the implementation of this activity.

- The development of a diagnostic test instrument containing a representative sample of test items taken from each of the 30 lesson packet should receive major consideration as a future refinement priority. Such a test would provide teachers with an immediate indication of class and/or student instructional needs prior to the introduction of lesson packet content.

- Whether refinement continues or not, the Cleveland Public Schools should continue in efforts to disseminate project materials and thereafter encourage teachers to utilize the materials in their classrooms. While the materials are technically incomplete and in need of some further revision, they <u>are</u> usable in their present form.

- No recommendation is being made regarding adoption of Cleveland's lesson packets by the Ohio Department of Education for dissemination state-wide. Such a recommendation can only be made after test refinements have been accomplished.

<u>UP-DATED NOTE</u>: The Division of English-Language Arts of the Cleveland Public Schools held meetings for all senior high school English teachers on September 5, 6, and 7 of 1979. Mrs. Westmoreland, FLS project manager, described the program and provided teachers with the opportunity to examine the FLS materials. When asked on a reaction questionnaire, "Do you feel the Functional Life Skills materials can be helpful to you?", 90 of the 118 (or 76%) respondents gave an unqualified "Yes" to the statement, 27 (or 22%) gave a qualified "Yes", and one teacher replied "No". Typical reactions recorded by these respondents can be found by referring to Appendix AA of this report.

H. Project Phase-In

Continuation Efforts

Continuation efforts were initiated during the opening of the 1979-80 school year. At this time, Cleveland's Board of Education had determined that functional life skill instruction must remain a high priority curriculum consideration within its secondary schools. Consequently, DPPF Technical Assistance funds were requested and granted to retain the services of the program's project manager and secretary. Prior to the proposal submission, the project manager, Directing Supervisor of Compensatory Education, and English-Language Arts Supervisor, discussed and suggested several continuation activities. The following procedures were decided upon and have subsequently been implemented:

- All Cleveland public secondary schools and the project's first year participating Catholic Diocesean school received three complete Functional Life Skills kits.
- The project manager has provided all Cleveland public secondary school English Department Chairpersons with an orientation designed to prepare them to utilize project materials.
- All seven Cleveland DPPF senior high school principals and subject content Department Chairpersons were briefed by the project manager regarding project material utilization.
- Upon request, the project manager has made her services available to all Departmental Chairpersons and individual faculty members in each of Cleveland's public secondary schools to assist in coordinating project materials with regular curriculum instruction.
- Efforts will be made, under project manager supervision, to plan and develop additional lesson packets in the English, mathematics, and social studies areas as well as in other subject content areas.
- The project manager will maintain regular contact with other school districts/organizations and attend conferences/workshops to provide Cleveland public Curriculum and Instruction Department administrators with pertinent information regarding advances in functional skill instruction.
- Cleveland's public secondary school supervisors, administrators, and selected teachers will be contacted on a regular basis by the project manager in efforts to obtain input and gather recommendations regarding the expansion of material utilization to include grades 7 through 12.

The cost of kit dissemination was included in the 1978-79 Title IV-C Continuation Year Grant. As a result, teachers of over 42,000 students have Functional Life Skills materials available for classroom use in 39 Cleveland

Public Schools (Jr. and Sr. high) and one Cleveland Catholic Diocesean secondary school.

Phases to be Discontinued

As described, all major components included in either first or second year project implementation will remain operational during the continuation effort. These components include:

- Inservice activities and workshops
- Development/revision of tests, resource materials, and other related material.
- Formal analysis and evaluation procedures.

Equipment Inventory

The items listed below were purchased at over a $300 per unit cost during the two-year duration of the project.

QTY.	DESCRIPTION	MODEL NO.	SER. NO.	PUR. DATE	COST
1	Deltec Electric Stencil Duplicator	RE 100		9/16/77	$550.00
1	IBM Typewriter		1594045	9/16/77	741.20
1	Standard Astrofax Copy Machine			10/31/78	479.00

Equipment Not Required for Phase-In

As discussed in the equipment inventory, three items costing more than $300 was purchased by this project. Since continuation efforts will maintain the project's major operational components, it is recommended that these items be assigned to Cleveland's Department of Curriculum and Instruction.

THE ADULT PERFORMANCE LEVEL PROGRAM

The Adult Performance Level (APL) Program is an objectives-based assessment program designed to measure the life skills proficiency of both young and mature adults. Rather than emphasizing purely academic knowledge, the APL Program focuses on basic tasks that are highly relevant to everyday living.

Program Components

The APL Program encompasses five general content areas that collectively assess most of the abilities judged to be critical to the daily life of successful adults. The five content areas are Community Resources, Occupational Knowledge, Consumer Economics, Health, and Government and Law. Simultaneously, the program focuses on five skills that are deemed important for successful living in our society. These are Identification of Facts and Terms, Reading, Writing, Computation, and Problem Solving. The program basis, therefore, is a two-dimensional model of functional competency that sets these skills into the context of the five general content areas. The cells in the matrix in Figure 1 contain examples of the types of tasks that result from such a model.

Goals and Objectives

A goal statement and set of objectives have been developed for each of the five content areas. Consequently, the APL Program is objectives based; each item in the various instruments is directly linked to a specific objective in a particular content area. As an additional aid in planning instructional programs, each item is also classified as a measure of one of the five skills.

The APL Instruments

The APL Program comprises six assessment instruments: Content Area Measures in Community Resources, Occupational Knowledge, Consumer Economics, Health, and Government and Law, as well as a Survey which samples each of the five content areas. Two forms of the Survey (Form AS1 for adults and

CONTENT AREAS ► / SKILLS ▼	COMMUNITY RESOURCES	OCCUPATIONAL KNOWLEDGE	CONSUMER ECONOMICS	HEALTH	GOVERNMENT AND LAW
IDENTIFICATION OF FACTS AND TERMS	Knowing what a time zone is	Knowing what skills are needed for clerical jobs	Knowing what "bait and switch" is	Knowing what the normal human temperature is	Knowing what the Bill of Rights says
READING	Reading a bus schedule	Reading a want ad	Reading a contract	Reading a prescription label	Reading a ballot
WRITING	Writing a letter to make hotel reservations	Filling out a W-4 Form	Filing a consumer complaint	Answering a medical questionnaire	Writing a letter to a legislator
COMPUTATION	Computing a plane fare	Computing overtime earnings	Finding the best buy	Computing a daily dosage	Computing votes needed to pass a bill
PROBLEM SOLVING	Determining where to go for help with a problem	Deciding what to say to a bothersome co-worker	Deciding which of two decisions is better in economic terms	Deciding which meal is best, given a set of preconditions	Determining whether a given situation or action is legal

Figure 1. The Content-by-skills matrix. Examples of tasks

APPENDIX B

TITLE IV-C
1977-78 Functional Life Skills Project Staff

Coordinator

Mrs. Delphya Gagliardi

Reading Consultants

Mrs. Ann Baxter
Ms. Patricia Jones
Mrs. Emmy Miller
Mr. Ronald Newshutz
Ms. Christine Shaw

Teacher Cadre Members

Jane Adams

Mrs. Janet Binder
Mrs. Rosie Cargile
Ms. Rosiland Drake
Mr. Rayfield Hatcher
Mrs. Mary Hayes
Mrs. P. Oswiecinski

Max Hayes

Mr. Walter Butler
Ms. Elizabeth Czapsky
Mr. Joseph Fattler
Mr. Fred Gauthier
Mr. Perry Johnson
Ms. Tony Mecely
Mr. Bob Odon
Mr. Henry Ware
Mr. Willy Woodridge

John Adams

Mrs. Jane Coleman
Mr. Charles Cotton
Mr. Dave Demming
Ms. Josephine Feimster
Mr. Kenneth Flore
Mr. Henry Hunter
Mrs. Mary Johnson
Ms. Marion Magood
Dr. Kent J. Minor
Mrs. Sandra Moore
Mrs. Katherine Parrish
Mr. Patrick Spooner

South

Mr. Willie Averyhart
Ms. Janis Berry
Mr. John Cartledge
Mr. Marc Fishel
Ms. Pamela Gibson
Mr. Glen Greens
Mr. Thaddeus Nowakowski
Ms. Carolyn Perlmutter
Mrs. Beverly Smith
Ms. Verolyn Smith
Ms. Carol Turner

Cleveland Central Catholic

Ms. Aletta Dobrowski
Sr. Joachim Lanese C.S.I.
Sr. Edith Merhar
Ms. Barbara Schenkelberg

APPENDIX B-Continued

Community Communication Council

Ms. Ellen Freilich
Mrs. Alice Goldsby
Mrs. Geneva Harvey
Mrs. Hattie Johnson
Mrs. Sara Langham
Rev. Vern Miller
Ms. Berthina Palmer
Mr. Roosevelt Leott
Mr. George Watson
Ms. Eloise Wood

First Lesson Packet Review Panel

Dr. Patrick F. Cosiano, Director
Master of Arts in Education
Baldwin-Wallace College

Mr. Booker Tall, Director
Afto-American Studies
Cuyahoga Community Colle[illegible]

Mrs. Doris Brooks, Coordinator
DPPF Communication Skills Improvement Project
Cleveland Public Schools

APPENDIX C

Title IV-C

1978-79 Functional Life Skills Project Staff

Manager

Mrs. Mildred Westmoreland

Contracted Curriculum Writer

Mrs. Betty Mosley

Second Lesson Packet Review Panel

Dr. Culbreth Cook
Cleveland Scholarship Foundation

Mr. Richard Hurley, Principal
Berea Senior High School

Dr. Gerald Jorgenson
John Carroll University

Third Lesson Packet Review Panel

Dr. Culbreth Cook
Cleveland Scholarship Foundation

Mr. Robert Hanson, Chairman
English Department
Shaker Heights Senior High School

Mrs. Eva Gould, Retired
Former Chairperson
English Department
South Senior High School

Field Test Teacher Participants

Refer to Appendix K for a complete list of the participants and schools.

Classroom Observation Review Team

Mrs. Mildred Westmoreland
Project Manager
Title IV-C Functional Life Skills Project

Emmy Miller, Designate
Division of English-Language Arts

Irwin N. Sokol, Supervisor
Division of Mathematics

Lora V. Murphy, Supervisor
Division of Social Studies

Final Lesson Packet Revision Team

Linda Dalsky, English Teacher
John Hay High School

Elizabeth Limmex, Mathematics Teacher
Glenville High School

Stewart Taylor, Social Studies Teacher
John F. Kennedy High School

APPENDIX D

TITLE IV-C FUNCTIONAL LIFE SKILLS PROJECT
1977-78 ORGANIZATIONAL PROGRAM OUTLINE

Goal:

To improve senior high pupils' abilities to perform "everyday life" tasks in society with competence.

Objectives:

Subject area teachers will develop and field test a learning kit of "everyday life" task materials for supplementary use in 10th grade content area classes.

Project participants will develop a pre-service-inservice instructional manual for teachers explaining the procedures for developing the Functional Life Skills Kit.

Project Participants:

45 content area teachers and 1,750 students.

Schools Served:

John Adams, Cleveland Central Catholic, Jane Addams, South, Max S. Hayes.

Subject Areas:

Mathematics, Science, Vocational Education, English, Social Studies.

Program Activities:

Teachers will participate in a series of Saturday morning workshops and all day release time sessions to develop the learning kit.

The project's staff, community leaders, reading consultants, a nationally known author and functional skills consultant, a resource center at South High School, and many local aids - such as health, industrial, legal, occupational, consumer, government, and community resource forms, various warranty, policy, instructional and computational forms - will be available for reference use and in the development of the kit.

An all city survey of parents of senior high school pupils will help to establish lesson activities to be included in the kit.

The kit will be field tested on small and large scale bases. Non equivalent control group testing, product revision, and a product review panel will validate the final product before publication.

APPENDIX D (Continued)

Curriculum Involvement:

The Functional Life Skills kit will supplement the regular curriculum and will contain activities designed for use in each of the indicated subject areas: mathematics, science, vocational education, English, and social studies. The materials will be highly motivational because of the real life activities. The kit could serve as a basic instructional instrument for the many students who will never take certain in-depth consumer or occupation oriented electives.

Project Uniqueness:

This project is unique in that it will make available for the first time in the Cleveland Public Schools a well planned, teacher developed learning kit of field tested student activity materials with suggested teaching strategies to improve pupils' abilities to perform "everyday life" tasks in society with competence. The kit will contain actual printed bank and government forms, various application blanks, newspaper and pamphlet clippings, transportation maps and schedules, and instructions for using consumer, health, government, legal, occupational and community resources. Parents will have a direct voice in setting the priorities of lessons to be taught.

The Functional Life Skills Project is funded by Title IV-C. The project office is located in room 202 at South High School.

Delphya Y. Gagliardi,
Project Manager

APPENDIX E

Preservice Training Session Agendas

CLEVELAND PUBLIC SCHOOLS

Functional Life Skills Project
Preservice Worshop
Cleveland Central Catholic High School Library

October 8, 1977

"GETTING READY TO GET IT ON"

9:00 - 9:15	Registration, Coffee, Conversation	
9:15 - 10:00	Welcome, Introductions	James Mills, Supervisor of English
	Outline of Project Objectives, Activities and Schedule	Del Gagliardi, Project Manager
10:00 - 10:15	Coffee Break	
10:15 - 10:45	"The job: to find it, to keep it, to change it if necessary!"	Mamie Hankerson, Counseling Supervisor Ohio Bureau of Employment Services
10:45 - 11:15	"To consume without <u>being</u> consumed; that is the struggle!"	Solomon Harge, Executive Director Consumer Protection Association
11:15 - 11:30	Reaction and Discussion	Teacher Participants and Speakers
11:30 - 12:00	Parent Survey Workshop Summary Reaction Sheets Preview of Coming Attraction	

CLEVELAND PUBLIC SCHOOLS

Functional Life Skills Project
Preservice Workshop
Cleveland Central Catholic High School Library

October 15, 1977

Agenda

"FUNCTIONING AT APL" or "VIEWING A MODEL FOR SURVIVAL"

9:00 - 9:10	Registration, Coffee, Conversation		
9:10 - 9:15	Announcements, Introductions		Del Gagliardi, Project Manager
9:15 - 11:30	Presentation and Work Session		Dr. Irene Reiter, Northeast High School Philadelphia, Pa.
	Adult Performance Level:	Background, Content, Methodology	
	Implications for Developing Materials:	Dividing performance tasks into content area groups - Science, Mathematics, English, Social Studies, Vocational Education	
Mid-Session Coffee Break			
	Exemplary Strategies:	Stimuli to further development	
11:30 - 12:00	Workshop Summary		
	Reaction Sheets		
	Looking Ahead		

CLEVELAND PUBLIC SCHOOLS
Functional Life Skills Project
Preservice Workshop
Cleveland Central Catholic High School Library

October 22, 1977

Agenda

"NOW, GETTING DOWN TO THE NITTY GRITTY"

9:00 - 9:15	Coffee, Registration, Conversation	
9:15 - 9:30	Workshop Reactions	Del Gagliardi
9:30 - 9:45	Introduction and Interpretation	Chris Shaw
	"An Hysterical View of Linguistic Patterns" Dr. Elliot Smythe Wellington A Videotape Presentation	
9:45 - 10:15	Overview for Specific Activities	Del Gagliardi
10:15 - 10:30	Coffee Break	
10:30 - 11:15	Content Area Group Sessions	

Mathematics Group
Ron Newschutz, Inservice Consultant
Communications Skills Imporovement Project
Franklin D. Roosevelt Jr. High School

Social Studies Group
Chris Shaw, Inservice Consultant
Communication Skills Improvement Project
East High School

English Group
Emmy Lou Miller, Inservice Consultant
Communication Skills Improvement Project
East Technical High School

Vocational Education Group
Pat Jones, Inservice Coordinator
Communication Skills Improvement Project
Special Projects Center - Project Office

Science Group
Ann Baxter, Inservice Consultant
Division of Language Arts
Cleveland Technicians School

11:15 - 11:45	A Demonstration Lesson "Pulling It All Together"	Emmy Lou Miller
11:45 - 12:00	Reaction Sheet Preview of Final Preservice Session	

CLEVELAND PUBLIC SCHOOLS

Functional Life Skills Project
Preservice Workshop
Cleveland Central Catholic High School Library

October 29, 1977

"How To Measure It"

9:00 - 9:15	Registration, Coffee, Conversation	
9:15 - 9:30	Workshop Feedback	Del Gagliardi
9:30 - 11:45	Objective Construction and Test Construction	Ron Gerboc Research Associate Division of Research and Development
Mid-Session	Break-approximately 10:30 a.m.	
11:45 - 12:00	Workshop Wrap-up Inservice projections for all day sessions	

APPENDIX F

Lesson Packet Implementation
Data Collection Instruments

DISTRACTOR EFFECTIVENESS WORKSHEET

DIRECTIONS: RECORD THE TOTAL NUMBER OF STUDENTS WHO SELECTED EACH ALTERNATIVE FOR ALL ITEMS APPEARING ON THE "PRE" TEST. ALSO, DESIGNATE THE TOTAL NUMBER OF STUDENT OMITS FOR EACH ITEM. FINALLY, CIRCLE THE CORRECT ALTERNATIVE FOR EACH ITEM.

N*= _____

ITEM	ALTERNATIVE					OMITS
	a	b	c	d	e	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

N* = Record the total number of students who took the "pre" test.

ITEM EFFECTIVENESS WORKSHEET

DIRECTIONS: 1. List the names of the pupils who took both the pre and post test down the the left side of the chart. 2. Record correct and incorrect item responses for each pupil on the pretest (B) and posttest (A). The correct responses should be indicated with a (+) and incorrect responses indicated with a (-). 3. Record the total number of correct responses noted for each item during both pre (B) and post (A) testing. 4. Use the formula appearing below to determine item effectiveness. 5. Record item effectiveness index in column labeled (S).

ITEMS	1		2		3		4		5		6		7		8		9		10	
Pretest (B) Posttest (A)	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
TOTAL Number of Correct Responses																				
$S^{(a)}$																				

(a) $S = \frac{R_A - R_B}{T}$

S = Index of sensitivity to instructional effects
R_A = Number of pupils who got the item right after instruction
R_B = Number of pupils who got the item right before instruction
T = Total number of pupils who tried the item both times.

FUNCTIONAL LIFE SKILLS PROJECT
CURRICULUM MATERIAL REVIEW FORM

Your assessment of the following material will provide valuable information that will be used to enhance its instructional effectiveness. Begin by completing the identification information requested. Then, proceed to rate whether or not the following attributes were present in the material you implemented by checking the appropriate response. If you feel further clarification is necessary, please do so in the space below each item, or at the end of the rating form. This is especially important for each item checked "NO" or "UNABLE TO ASSESS".

I. PLEASE COMPLETE THE REQUESTED IDENTIFICATION INFORMATION

Reviewer's Name _____ Date of Review _____

Lesson's Content Area _____ Lesson Title _____

II. PLEASE ASSESS THE FOLLOWING ATTRIBUTES LISTED BELOW

1. Were the directions to the teacher clear so that there was no doubt how the lesson was to be taught?

   Yes ____; No ____; Unable to Assess ____.

   Comments _____

   _____

2. Were the activity worksheet directions understandable to students?

   Yes ____; No ____; Unable to Assess ____.

   Comments _____

   _____

3. Were the "student objectives" clearly stated?

   Yes ____; No ____; Unable to Assess ____.

   Comments _____

   _____

-over-

4. Did the stated "student objectives" identify critical tasks that adults must possess to function competently in everyday life?

Yes ____; No ____; Unable to Assess ____.

Comments _____

_____

5. Did the suggested activities and materials allow students to practice the skills emphasized in the lesson, thus enabling them to achieve mastery of the stated objectives?

Yes ____; No ____; Unable to Assess ____.

Comments _____

_____

6. Did the lesson contain those instructional activities which the mastery test measured?

Yes ____; No ____; Unable to Assess ____.

Comments _____

_____

7. Were the materials readable?

Yes ____; No ____; Unable to Assess ____.

Comments _____

_____

8. Was there sufficient space on the activity worksheets for students to enter work?

Yes ____; No ____; Unable to Assess ____.

Comments _____

_____

9. Were the materials appropriate for students of varying ability levels?

Yes ____; No ____; Unable to Assess ____.

Comments _____

_____

10. Did the materials hold the interest of students?

Yes ____; No ____; Unable to Assess ____.

Comments _____

_____

III. PLEASE MAKE ADDITIONAL SUGGESTIONS/COMMENTS REGARDING THE LESSON WHICH YOU CURRENTLY IMPLEMENTED. YOUR INPUT WILL BE HELPFUL IN MAKING FINAL LESSON REVISIONS.

1. Note any changes/alterations that you feel should be made to improve upon this lesson.

2. Record any comments/reactions that students may have made, whether positive or negative, during the implementation of this lesson.

APPENDIX G

Preservice Training Session Test Instrument

TITLE IV-C FUNCTIONAL LIFE SKILLS PROJECT

CONSTRUCTING TEST ITEMS

DIRECTIONS

The purpose of this evaluation form is to provide an assessment of your item test construction knowledge.

Turn the NCS answer sheet to the identification side. Above TEACHER, print your last and first name. Place the name of the school in which you currently teach above the line marked SCHOOL. Above DISTRICT, place your teaching content area.

For each item, blacken the appropriate lettered circle on the NCS answer sheet which corresponds with the "most" correct response. RESPONSES ON THE ANSWER SHEET MUST BE MARKED IN PENCIL.

1. Which of the following is most important to do to become a skilled item writer?

   A. Read the rules for good item writing.
   B. Study sample items.
   C. Practice writing items.
   D. Take a course in tests and measurements.
   E. Learn how to do an item analysis.

2. Multiple choice, true-false, and matching test types are classified as "objective" types of tests because they

   A. are consistently more valid for measuring cognitive objectives than other types.
   B. contain items that are answered by simply circling or writing a number or letter.
   C. can be scored consistently by a variety of individuals or machines.
   D. permit one to easily determine the percentage of students who responded correctly to each item.
   E. are especially designed to measure particular factual knowledge.

3. Which of the following is generally incorrect? Multiple-choice item responses should be

   A. brief and clear.
   B. related to course content.
   C. grammatically correct.
   D. tricky.
   E. all of the above.

4. What would be the best change to make in the item which appears below?

"The capital of New York State is

1. Albany
2. Buffalo
3. Chicago
4. New York City

A. Add the word "at" to the stem.
B. Rewrite stem to read "Which city is the capital of New York State?"
C. Replace "Chicago" with "Rochester."
D. Replace "New York City" with "Syracuse."
E. Add an additional distractor.

5. "Philadelphia was the capital and largest city in the United States for a number of years." Why is this a poor true-false item?

A. Proper rules of grammar are not followed.
B. More than one idea is presented in the item.
C. Item is unsuitably long.
D. Individuals could not score the item consistently.
E. Item attempts to measure trivial information.

6. Which of the following is considered a sound principle in constructing a true-false test?

A. Occasionally use specific determiners such as "all," "none," "every," etc.
B. Use more true than false items.
C. Only homogeneous items should be included.
D. The list of items should be kept brief--between 5-10 items.
E. Confine each question to a single idea.

7. For which of the following item stems would the options probably be most difficult to write?

A. Which of the following statements best supports the argument that 18-year-olds be granted the right to vote?
B. Of the following, the largest continent is
C. Which of the following geological formations is most recent?
D. The author of "Leaves of Grass" is
E. The purpose of most classroom testing should be

8. Which of the following is probably most characteristic of a test assembled at the last moment?

A. The items are too easy.
B. The items are too hard.
C. There are too many items.
D. Mostly objective items are used.
E. The test is unplanned.

9. If a multiple-choice item proves to be too easy it is probably because

   A. the answer key is wrong.
   B. the content is rare or trivial.
   C. the problem is not clearly stated.
   D. two or more of the choices are correct.
   E. the distractors are weak.

10. Proponents of the true-false item argue that true-false items

   A. are the easiest type of item for beginners to write.
   B. are ideally suited for testing understanding of principles.
   C. are not as likely to test reading ability as multiple-choice items.
   D. allow more of the subject matter to be tested.
   E. minimize the influence of guessing.

11. This exercise:

   A. is faulty because the answers are not of parallel construction.
   B. is faulty because the answers do not all complete the item stem.
   C. is faulty because of ambiguous phraseology.
   D. is faulty because the problem is not in the item stem.
   E. is faulty because the answers are not reasonable alternatives.

12. "Washington, D.C., is the most important city in the United States." Why is this a poor true-false item?

   A. It is ambiguous.
   B. It is too easy.
   C. It is too brief.
   D. It is too factual.
   E. It is too trivial.

13. The alternative answers to a multiple-choice question should

   A. contain certain pronouns which lack reference.
   B. contain particular words as specific determiners.
   C. be somewhat technical.
   D. be parallel in grammatical form.
   E. include only homogeneous items.

14. The most important factor in determining the worth of a test item is the

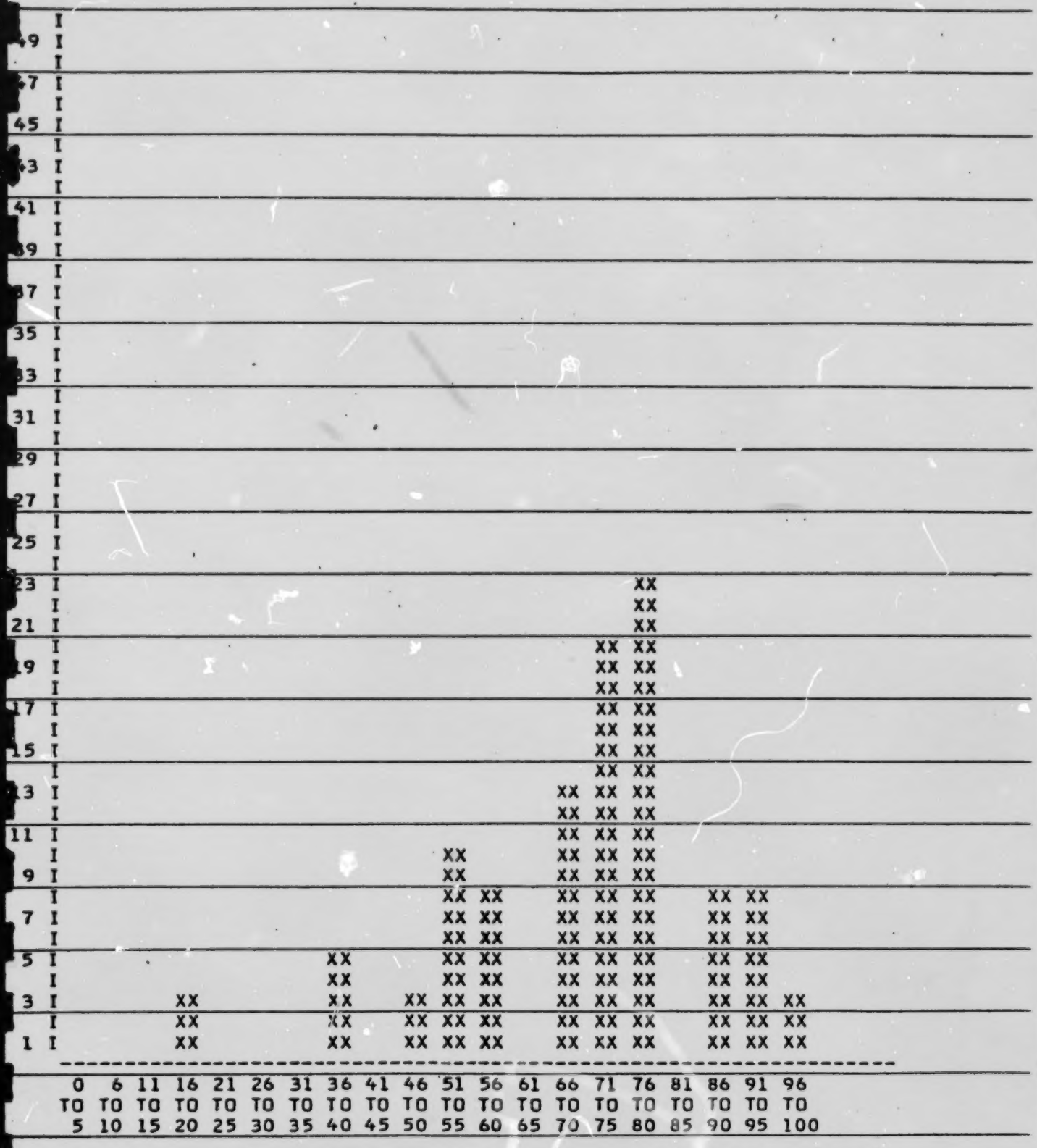
   A. form of the item.
   B. objectivity of the item.
   C. behavior measured by the item.
   D. difficulty of the item.
   E. absence of specific determiners.

15. Which of the following is good advice in writing multiple-choice answers?

A. Make the correct alternatives consistently longer than the others.
B. Make the incorrect alternatives plausible.
C. Make the correct alternatives consistently shorter than the others.
D. Include some specific determiners.
E. Never put the answer as the first alternative.

APPENDIX G

FLS TEACHER TEST CONSTRUCTION EXAM



APPENDIX H

Participants' Mean Item Ratings
and Selected Comments for each Preservice Session

APPENDIX H

PARTICIPANTS' MEAN ITEM RATINGS AND SELECTED COMMENTS FOR PRESERVICE SESSION #1

N=37

SECTION A. DIRECTIONS: Please assess this week's pre-service session by circling the number along each continuum which most nearly represents your judgement of the presentation. NOTE a "5" represents the most positive response; a "1" the most negative. PLEASE BE ASSURED THAT YOUR RESPONSES ARE GIVEN IN COMPLETE ANONYMITY

	MEAN RATING SCORE (5 4 3 2 1)	
PURPOSE OF SESSION MADE VERY CLEAR	4.68	PURPOSE OF SESSION NOT CLEAR
RESENTATION STIMULATING	4.70	PRESENTATION DULL
CONTENT UNDERSTANDABLE	4.57	CONTENT CONFUSING
ME SUFFICIENT	4.35	TIME NOT SUFFICIENT
MPLE OPPORTUNITY TO PARTICIPATE	3.95	NO OPPORTUNITY TO PARTICIPATE
FFECTIVE DISCUSSION	3.49	INEFFECTIVE DISCUSSION
ABUNDANCE OF NEW KNOWLEDGE WAS QUIRED	4.02	NO NEW KNOWLEDGE WAS ACQUIRED
FORMATION PRESENTED WILL ASSIST THE DEVELOPMENT OF FUNCTIONAL IFE SKILLS MATERIALS	4.32	INFORMATION PRESENTED WILL NOT ASSIST IN THE DEVELOPMENT OF FUNCTIONAL LIFE SKILLS MATERIALS.
SSION WAS EXTREMELY BENEFICIAL	4.27	SESSION WAS OF NO BENEFIT

SECTION B. DIRECTIONS: Briefly complete the following items. Use the reverse side of this sheet if additional space is needed.

I feel that the major strength(s), if any, of this session was "positive basic information".... "the guest speakers were extremely stimulating and topics were informative".

I feel that the major weakness(es), if any, of this session was "lack of opportunity to get involved in actual discussions"...."there was not enough time to have more questions and discussions"....

Other comments, suggestions, etc.: "my compliments to those who set up the session. A positive tone has been set"...."that we budget our time so that something meaningful can be achieved in the time allotted"...."keep up the good work"....

APPENDIX H

PARTICIPANTS' MEAN ITEM RATINGS AND SELECTED COMMENTS FOR PRESERVICE SESSION #2

N=39

SECTION A. DIRECTIONS: Please assess this week's pre-service session by circling the number along each continuum which most nearly represents your judgement of the presentation. NOTE that a "5" represents the most positive response; a "1" the most negative. PLEASE BE ASSURED THAT YOUR RESPONSES ARE GIVEN IN COMPLETE ANONYMITY

	MEAN RATING SCORE 5 4 3 2 1	
PURPOSE OF SESSION MADE VERY CLEAR	4.32	PURPOSE OF SESSION NOT CLEAR
PRESENTATIONS(S) STIMULATING	4.51	PRESENTATION(S) DULL
AMPLE OPPORTUNITY TO PARTICIPATE	3.03	NO OPPORTUNITY TO PARTICIPATE
EFFECTIVE DISCUSSION	2.82	INEFFECTIVE DISCUSSION
INFORMATION PRESENTED WILL ASSIST IN THE DEVELOPMENT OF FUNCTIONAL LIFE SKILLS MATERIALS	4.59	INFORMATION PRESENTED WILL NOT ASSIST IN THE DEVELOPMENT OF FUNCTIONAL LIFE SKILLS MATERIALS.

SECTION B. DIRECTIONS: Briefly complete the following items. Use the reverse side of this sheet if additional space is needed.

I feel that the major strength(s), if any of this session was "there were plenty of samples presented with a good discussion on how to use them".... "the material distributed will be of great use in the future"...."the wide range of suggestions for securing materials"....

I feel that the major weakness(es), if any, of this session was "not enough time to read certain handouts"...."that the speaker had too much material which was presented too quickly".... "we did not have the time to ask questions"....

Other comments, suggestions, etc.: "speaker very stimilating, a very rewarding session. Would like more on exchange of comments and ideas with other teachers present"...."I think we should have had more time to go through some of these hand-outs and actually participated more"....

APPENDIX H

PARTICIPANTS' MEAN ITEM RATINGS AND SELECTED COMMENTS FOR PRESERVICE SESSION #3

N=33

SECTION A. DIRECTIONS: Please assess this week's pre-service session by circling the number along each continuum which most nearly represents your judgement of the presentation. NOTE that a "5" represents the most positive response; a "1" the most negative. PLEASE BE ASSURED THAT YOUR RESPONSES ARE GIVEN IN COMPLETE ANONYMITY

	MEAN RATING SCORE 5 4 3 2 1	
PURPOSE OF SESSION MADE VERY CLEAR	4.21	PURPOSE OF SESSION NOT CLEAR
VIDEO-TAPE PRESENTATION WAS EXTREMELY BENEFICIAL	3.33	VIDEO-TAPE PRESENTATION WAS OF NO BENEFIT
PROJECT OVERVIEW AND PRPOJECTED ACTIVITIES PRESENTATION WAS UNDERSTANDABLE	4.12	PROJECT OVERVIEW AND PROJECTED ACTIVITIES PRESENTATION WAS CONFUSING
DEMONSTRATION LESSON WAS VERY EFFECTIVE	4.66	DEMONSTRATION LESSON WAS INEFFECTIVE
CONTENT AREA GROUP SESSIONS PROVIDED INFORMATION THAT WAS OF PRACTICAL VALUE	4.00	CONTENT AREA GROUP SESSIONS PROVIDED INFORMATION THAT WAS NOT OF PRACTICAL VALUE

SECTION B. DIRECTIONS: Briefly complete the following items. Use the reverse side of this sheet if additional space is needed.

I feel that the major strength(s), if any, of this session was "the input from the many participants in the group setting. These varied perspectives were most beneficial"..."actual participation & brainstorming"..."the group session was enjoyable because of the sharing of ideas"..

I feel that the major weakness(es), if any, of this session was "groups could have been inter-disciplinary as well as department oriented, also we had no feedback from the other groups"....

"allow more time for group interaction"....

Other comments, suggestions, etc.: "very enlightening session"...."I would like to hear more of a variety of ideas on functional life skills. It seems labels and applications are the only major skills really discussed"...."feedback on the lessons we developed would have been useful"....

PLEASE NOTE CONTENT AREA IN WHICH YOU TEACH: _____

APPENDIX H

PARTICIPANTS' MEAN ITEM RATINGS AND SELECTED COMMENTS FOR PRESERVICE SESSION #4

N=39

SECTION A. DIRECTIONS: Please assess this week's preservice session by circling the number along each continuum which most nearly represents your judgement of the presentation. NOTE that a "5" represents the most positive response; a "1" the most negative. PLEASE BE ASSURED THAT YOUR RESPONSES ARE GIVEN IN COMPLETE ANONYMITY.

	MEAN RATING SCORE 5 4 3 2 1	
PURPOSE OF SESSION MADE VERY CLEAR	4.18	PURPOSE OF SESSION NOT CLEAR
VIDEO-TAPE PRESENTATION WAS VERY EFFECTIVE	3.38	VIDEO-TAPE PRESENTATION WAS INEFFECTIVE
OVERHEAD PROJECTOR ACTIVITIES PROVIDED BENEFICIAL REINFORCEMENT OF THE VIDEO-TAPE INFORMATION	3.23	OVERHEAD PROJECTOR ACTIVITIES DID NOT PROVIDE BENEFICIAL REINFORCEMENT OF THE VIDEO-TAPE INFORMATION
CONTENT AREA GROUP SESSION EXERCISE WAS OF PRACTICAL VALUE	2.77	CONTENT AREA GROUP SESSION EXERCISE WAS NOT OF PRACTICAL VALUE
INFORMATION PRESENTED TODAY WILL ASSIST ME TO WRITE MORE EFFECTIVE OBJECTIVE TEST ITEMS.	3.64	INFORMATION PRESENTED TODAY WILL NOT ASSIST ME TO WRITE MORE EFFECTIVE OBJECTIVE TEST ITEMS.

SECTION B. DIRECTIONS: Briefly complete the following items. Use the reverse side of this sheet if additional space is needed.

I feel the major strength(s), if any, of this session was "the overhead projector and video-tape sessions which aroused controversy, and got some people thinking".... "repetition of common sense information"...."enabling me to see faults in my test construction"....

I feel the major weakness(es), if any, of this session was "that I did not learn anything I did not already know. But it did reinforce some of the activities I had been doing with test".... "the obvious repetition of the material in the overhead presentation"....

Other comments, suggestions, etc: "the test was a fine conclusion to the session".... "more time needed on how to teach testing to students in order to make it more profitable experience for the students"...."today's session was not of great value to me"....

APPENDIX I

Parent/Student FLS Survey Results (November of 1977)

CLEVELAND PUBLIC SCHOOLS

1380 East Sixth Street • Cleveland, Ohio, 44114 • Telephone 696-2929

PAUL W. BRIGGS
Superintendent

November, 1977

Dear Parent or Guardian:

We need your help in completing the enclosed questionnaire. Your responses will be used to develop a program that will assist high school students to master tasks that seem to be important for successful everyday living.

Read the attached list of tasks. We are interested in knowing: (1) how important you feel it is for an adult to know how to perform each task and (2) how well the school is doing in preparing pupils to perform each task.

To do this, answer the enclosed questionnaire. Draw a circle around the number appearing on both sides of each task listed that most closely corresponds with your opinion. Use the following guide to indicate those opinions.

HOW IMPORTANT IS THE TASK?	TO WHAT EXTENT DOES THE SCHOOL PREPARE PUPILS TO PERFORM THE TASK?
4 - Very Important	4 - Very Adequate
3 - Important	3 - Adequate
2 - Somewhat Important	2 - Somewhat Adequate
1 - Not Important	1 - Not Adequate
0 - Do Not Know	0 - Do Not Know

Please be assured that your responses are given in complete anonymity. For this reason do not write your name on this questionnaire or in any way identify yourself. USE THE ENCLOSED PRE-ADDRESSED ENVELOPE TO RETURN YOUR QUESTIONNAIRE.

As always, your assistance is greatly appreciated. If you have questions relative to this questionnaire, please feel free to call the Division of Research and Development at 696-2929, Ext. 566.

Thank you,

James R. Tanner
Deputy Superintendent
Cleveland Public Schools

JT/tg

Enclosure

APPENDIX I

CLEVELAND PUBLIC SCHOOLS
TITLE IV-C
FUNCTIONAL LIFE SKILLS PROJECT

HOW IMPORTANT IS THE TASK?						TASKS FOR EVERYDAY LIVING	TO WHAT EXTENT DOES THE SCHOOL PREPARE PUPILS TO PERFORM THE TASK?				
4 Very Important	3 Important	2 Somewhat Important	1 Not Important	0 Do Not Know			4 Very Adequate	3 Adequate	2 Somewhat Adequate	1 Not Adequate	0 Do Not Know
4	3	2	1	0	(1)	Manage a family budget.	4	3	2	1	0
4	3	2	1	0	(2)	Properly fill out an employment application.	4	3	2	1	0
4	3	2	1	0	(3)	Understand the information contained on a payroll stub.	4	3	2	1	0
4	3	2	1	0	(4)	Identify basic safety measures that can prevent threats to personal health.	4	3	2	1	0
4	3	2	1	0	(5)	Compare price and quality when shopping.	4	3	2	1	0
4	3	2	1	0	(6)	Understand how to vote.	4	3	2	1	0
4	3	2	1	0	(7)	Properly follow directions contained on labels.	4	3	2	1	0
4	3	2	1	0	(8)	Make informed judgements when purchasing and maintaining a car.	4	3	2	1	0
4	3	2	1	0	(9)	Use a checking account and other banking services.	4	3	2	1	0
4	3	2	1	0	(10)	Understand written contracts.	4	3	2	1	0
4	3	2	1	0	(11)	Pass a written driver license examination.	4	3	2	1	0
4	3	2	1	0	(12)	Select a job from the want ads based on personal interests and abilities.	4	3	2	1	0
4	3	2	1	0	(13)	Use the telephone directory and the Yellow Pages effectively.	4	3	2	1	0
4	3	2	1	0	(14)	Understand transportation schedules.	4	3	2	1	0
4	3	2	1	0	(15)	Shop for value in insurance.	4	3	2	1	0
4	3	2	1	0	(16)	Acquire needed assistance offered by community service agencies.	4	3	2	1	0
4	3	2	1	0	(17)	Verify the accuracy of bills and statements.	4	3	2	1	0
4	3	2	1	0	(18)	Understand and select credit plans wisely.	4	3	2	1	0

TITLE IV-C
FUNCTIONAL LIFE SKILLS
SURVEY SAMPLE

Description of Sample Groups

A total of 4,009 parents and high school students representing Grades 10, 11, and 12 were asked to complete the survey. The parent sample (N=3,814) represented approximately 14 percent of Cleveland's total senior high school enrollment (i.e., 26,783 students as per the "at date" enrollment figures for September 16, 1977). Also, students (N=195) from randomly selected English classes in six senior high schools were instructed to complete the instrument for comparison purposes.

Methods of Distribution (Parent Sample)

Hand-Out

A total of 2,136 parents selected randomly from both project and non-project school English classes received the survey from their son/daughter. Completed surveys were returned to respective English classes and forwarded to the Division of Research. A description of the class hand-out procedure appears below.

DESCRIPTION OF ENGLISH CLASS HAND-OUT PROCEDURE

Schools	Parent Sample (14 percent of total school enrollment)	Total No. of Randomly Selected Classes
South	210	6
Max Hayes	121	3
John Adams	327	10
Jane Addams	127	3
Central Catholic	100	4
Lincoln-West	224	7
John Kennedy	274	8
John Marshall	264	7
Glenville	244	7
East Tech	245	7
TOTAL	2,136 parents	62 classes

Mail

A total of 958 parents randomly selected received and returned the survey directly by mail. A description of the mailing procedure appears below.

DESCRIPTION OF MAILING PROCEDURE

Schools	Parent Sample (14 percent of total school enrollment
Collinwood	183
East	179
James Ford Rholes	139
West Tech	167
Martin L. King	38
TOTAL	958 parents

Non-affiliated Project Dissemination

A total of 720 parents received the survey through contacts made by non-affiliated project staff members and advisory council parents. A description of this procedure appears below.

SPECIAL PROJECT DISSEMINATION

Project	Parent Sample
Title I City Wide Parent Advisory Council	600
Upward Reach	120
TOTAL	720 parents

Method of Distribution (Student Sample)

Student Participation

A total of 195 students from a randomly selected English class in each of six senior high schools were asked to complete the survey. A description of the student procedure appears below.

Schools	Student Sample
Collinwood	41
East	37
James Ford Rhodes	35
John Hay	24
West Tech	39
Martin L. King	19
TOTAL	195 students

TITLE IV-C
FUNCTIONAL LIFE SKILLS PROJECT

SURVEY RATES OF RETURN

	Method of Dissemination	Total Number of Surveys Disseminated	Total Number of Surveys Returned	Percentage Rate of Return
	Parent Sample			
1.	English Class Distribution	2,136	699	33%
2.	Direct Mailing	958	135	15%
3.	Non-Affiliated Project Distribution	720	125	17%
	PARENT SAMPLE TOTAL	3,814	959	25%
	Student Sample			
1.	Participating Students	195	166	85%
	GRAND TOTAL (PARENT AND STUDENT)	4,009	1,125	28%

APPENDIX I

COMPARISON OF PARENTS' PERCEIVED TASK IMPORTANCE AND SCHOOLS' INSTRUCTIONAL PERFORMANCE

HOW IMPORTANT IS THE TASK? 4 VERY IMPORTANT; 3 IMPORTANT; 2 SOMEWHAT IMPORTANT; 1 NOT IMPORTANT; 0 DO NOT KNOW

TO WHAT EXTENT DOES THE SCHOOL PREPARE PUPILS TO PERFORM THE TASK? 4 VERY ADEQUATE; 3 ADEQUATE; 2 SOMEWHAT ADEQUATE; 1 NOT ADEQUATE; 0 DO NOT KNOW

TASKS	IMPORTANCE N	IMPORTANCE MEAN (c)	IMPORTANCE s.d.	ADEQUACY N	ADEQUACY MEAN (c)	ADEQUACY s.d.	d (A)	r (B)
1. MANAGE A FAMILY BUDGET.	926	3.71	.58	790	2.09	1.06	1.62	.039
2. PROPERLY FILL OUT AN EMPLOYMENT APPLICATION.	917	3.65	.61	822	2.44	1.05	1.21	.048
3. UNDERSTAND THE INFORMATION CONTAINEL ON A PAYROLL STUB.	924	3.49	.69	764	2.18	1.05	1.31	.133
4. IDENTIFY BASIC SAFETY MEASURES THAT CAN PREVENT THREATS TO PERSONAL HEALTH.	929	3.57	.65	829	2.55	1.01	1.02	.157
5. COMPARE PRICE AND QUALITY WHEN SHOPPING.	933	3.37	.70	806	2.20	1.01	1.17	.128
6. UNDERSTAND HOW TO VOTE.	922	3.49	.76	785	2.27	1.10	1.22	.080
7. PROPERLY FOLLOW DIRECTIONS CONTAINED ON LABELS.	924	3.44	.73	780	2.51	1.01	.93	.175
8. MAKE INFORMED JUDGEMENTS WHEN PURCHASING AND MAINTAINING A CAR.	908	3.40	.74	721	2.08	1.06	1.32	.159
9. USE A CHECKING ACCOUNT AND OTHER BANKING SERVICES.	922	3.44	.75	794	2.21	1.03	1.23	.112
10. UNDERSTAND WRITTEN CONTRACTS.	924	3.72	.59	764	2.13	1.08	1.59	.060
11. PASS A WRITTEN DRIVER LICENSE EXAMINATION.	914	3.27	.77	814	2.85	.98	.42	.139
12. SELECT A JOB FROM THE WANT ADS BASED ON PERSONAL INTERESTS AND ABILITIES.	914	3.24	.78	771	2.33	1.00	.86	.134
13. USE THE TELEPHONE DIRECTORY AND THE YELLOW PAGES EFFECTIVELY.	921	2.88	.88	774	2.39	1.00	.49	.233
14. UNDERSTAND TRANSPORTATION SCHEDULES.	913	2.83	.91	739	2.27	1.02	.56	.248
15. SHOP FOR VALUE IN INSURANCE.	901	2.42	.72	691	1.98	1.06	1.44	.059
16. ACQUIRE NEEDED ASSISTANCE OFFERED BY COMMUNITY SERVICES AGENCIES.	890	2.97	.87	700	2.04	1.00	.93	.119
17. VERIFY THE ACCURACY OF BILLS AND STATEMENTS.	921	3.47	.69	735	2.21	1.05	1.26	.095
18. UNDERSTAND AND SELECT CREDIT PLANS WISELY.	918	3.55	.68	726	2.06	1.08	1.49	.094

A) d= DIFFERENCE BETWEEN MEAN PERCEIVED TASK IMPORTANCE AND MEAN PERCEIVED INSTRUCTIONAL PERFORMANCE.

B) r= PEARSON PRODUCT MOMENT CORRELATION COEFFICIENTS DERIVED FROM TASK IMPORTANCE AND INSTRUCTIONAL PERFORMANCE RATING SCORES.

c) THOSE RESPONDENTS WHO OMITTED OR INDICATED "DO NOT KNOW" WERE NOT INCLUDED IN COMPUTATIONS.

COMPARISON OF STUDENTS' PERCEIVED TASK IMPORTANCE AND SCHOOLS' INSTRUCTIONAL PERFORMANCE

		HOW IMPORTANT IS THE TASK?					TO WHAT EXTENT DOES THE SCHOOL PREPARE PUPILS TO PERFORM THE TASK?						
		4 VERY IMPORTANT	3 IMPORTANT	2 SOMEWHAT IMPORTANT	1 NOT IMPORTANT	0 DO NOT KNOW	4 VERY ADEQUATE	3 ADEQUATE	2 SOMEWHAT ADEQUATE	1 NOT ADEQUATE	0 DO NOT KNOW		
		IMPORTANCE			ADEQUACY								
	TASKS	N	MEAN (c)	s.d.	N	MEAN (c)	s.d.	d (A)	r (B)				
1.	MANAGE A FAMILY BUDGET.	161	3.43	.69	146	2.22	.91	1.21	.039				
2.	PROPERLY FILL OUT AN EMPLOYMENT APPLICATION.	162	3.50	.71	149	2.66	1.00	.84	.048				
3.	UNDERSTAND THE INFORMATION CONTAINED ON A PAYROLL STUB.	158	3.21	.87	135	2.12	1.09	1.09	.133				
4.	IDENTIFY BASIC SAFETY MEASURES THAT CAN PREVENT THREATS TO PERSONAL HEALTH.	161	3.17	.81	154	2.54	.96	.63	.157				
5.	COMPARE PRICE AND QUALITY WHEN SHOPPING.	164	2.85	.92	146	2.14	.89	.71	.128				
6.	UNDERSTAND HOW TO VOTE.	161	3.24	.88	145	2.31	1.12	.93	.080				
7.	PROPERLY FOLLOW DIRECTIONS CONTAINED ON LABELS.	160	3.13	.84	143	2.46	.98	.67	.175				
8.	MAKE INFORMED JUDGEMENTS WHEN PURCHASING AND MAINTAINING A CAR.	162	3.[illegible]	.83	136	2.15	1.07	.95	.159				
9.	USE A CHECKING ACCOUNT AND OTHER BANKING SERVICES.	161	3.16	.89	139	2.37	1.06	.79	.112				
10.	UNDERSTAND WRITTEN CONTRACTS.	158	3.47	.75	142	2.38	1.13	1.09	.060				
11.	PASS A WRITTEN DRIVER LICENSE EXAMINATION.	162	3.13	.79	151	2.99	.94	.14	.139				
12.	SELECT A JOB FROM THE WANT-ADS BASED ON PERSONAL INTERESTS AND ABILITIES.	160	2.91	.87	144	2.44	.96	.47	.134				
13.	USE THE TELEPHONE DIRECTORY AND THE YELLOW PAGES EFFECTIVELY.	160	2.93	.97	134	2.07	1.02	.86	.233				
14.	UNDERSTAND TRANSPORTATION SCHEDULES.	159	2.57	.92	127	1.95	1.03	.62	.248				
15.	SHOP FOR VALUE IN INSURANCE.	160	3.04	.85	122	1.92	.98	1.12	.053				
16.	ACQUIRE NEEDED ASSISTANCE OFFERED BY COMMUNITY SERVICES AGENCIES.	147	2.60	.87	124	1.95	.88	.65	.119				
17.	VERIFY THE ACCURACY OF BILLS AND STATEMENTS.	159	3.25	.84	135	2.21	1.00	1.04	.095				
18.	UNDERSTAND AND SELECT CREDIT PLANS WISELY.	155	3.19	.85	145	2.07	1.01	1.12	.094				

A) d= DIFFERENCE BETWEEN MEAN PERCEIVED TASK IMPORTANCE AND MEAN PERCEIVED INSTRUCTIONAL PERFORMANCE.

B) r= PEARSON PRODUCT MOMENT CORRELATION COEFFICIENTS DERIVED FROM TASK IMPORTANCE AND INSTRUCTIONAL PERFORMANCE RATING SCORES.

C) THOSE RESPONDENTS WHO OMITTED OR INDICATED "DO NOT KNOW" WERE NOT INCLUDED IN COMPUTATIONS.

APPENDIX I

FUNCTIONAL LIFE TASK CLUSTER* RANKINGS BY PARENTS AND STUDENTS

PARENTS					
Rank Order	TASK CLUSTER	ITEM(S)	Mean Importance Rating **	Mean Adequacy Rating**	d #
1	Consumer Economics	1,5,7,8 9,15,17,18	3.48	2.17	1.31
2	Occupational Knowledge	2,3,12	3.45	2.34	1.11
3	Government and Law	6,10,11	3.49	2.42	1.07
4	Health	4	3.57	2.55	1.02
5	Community Resources	13,14,16	2.91	2.24	.67

STUDENTS					
Rank Order	TASK CLUSTER	ITEM(S)	Mean Importance Rating**	Mean Adequacy Rating**	d #
1	Consumer Economics	1,5,7,8 9,15,17,18	3.14	2.20	.94
2	Occupational Knowledge	2,3,12	3.21	2.41	.80
3	Government and Law	6,10,11	3.28	2.57	.71
4	Health	4	3.17	2.54	.63
5	Community Resources	13.14.16	2.52	1.99	.53

* The table ranks the five task clusters found in the APL Model of Functional Competency in order of greatest discrepancy between the mean task cluster importance rating and the mean task cluster instructional performance adequacy ratings.

** Respondents were asked to rate item importance and adequacy on a four point scale (i.e., "4" being the most positive response and "1" being the most negative response).

\# Difference between the mean task cluster importance rating and the mean task cluster instructional performance adequacy ratings.

FUNCTIONAL LIFE TASK ITEM RANKINGS* BY PARENTS AND STUDENTS

PARENTS					
Rank Order	Item No.	Task	Mean Importance Rating #	Mean Adequacy Rating #	d ##
1	1	Manage A Family Budget	3.71	2.09	1.62
2	10	Understand Written Contracts	3.72	2.13	1.59
3	18	Understand & Select Credit Plans Wisely	3.55	2.06	1.49
4	15	Shop For Value In Insurance	3.42	1.98	1.44
5	3	Understand The Information On A Payroll Stub	3.49	2.18	1.33

STUDENTS					
Rank Order	Item No.	Task	Mean Importance Rating #	Mean Adequacy Rating #	d ##
1	1	Manage A Family Budget	3.43	2.22	1.21
2**	15	Shop For Value In Insurance	3.04	1.92	1.12
	18	Understand & Select Credit Plans Wisely	3.19	2.07	1.12
3**	10	Understand Written Contracts	3.47	2.38	1.09
	3	Understand The Information Contained on A Payroll Stub	3.21	2.12	1.09
4	17	Verify The Accuracy Of Bills & Statements	3.25	2.21	1.04
5	8	Make Informed Judgements When Purchasing & Maintaining A Car	3.10	2.15	.95

* The listed tasks represent the top five rated by parents and students as demonstrating the greatest discrepancy between mean perceived task importance and mean perceived instructional performance adequacy ratings.

** Denotes rankings that contain two tasks which demonstrate equal mean differences.

\# Respondents were asked to rate item importance and adequacy on a four point scale (i.e., "4" being the most positive response and "1" being the most negative response).

Difference between mean perceived task importance and mean perceived instructional performance adequacy ratings.

APPENDIX J

Lesson Implementation Observation Form

CLEVELAND PUBLIC SCHOOLS
Division of Research and Development
May, 1978

Title IV-C Functional Life Skills Project

OBSERVATION OF LESSON IMPLEMENTATION

This observation instrument has been developed to assess the strengths and weaknesses of the lesson's instructional design. The data gathered will assist project staff in identifying those characteristics which need to be revised in order to ensure effective implementation of the material. The items intend to elicit data on three constructs central to the design of instructional materials. These include: objectives; organization of the material (scope and sequence); and methodology. Observation of lesson implementation should be scheduled on at least two occasions. This instrument will then be used to summarize the observer's assessments.

PART I - DEMOGRAPHIC INFORMATION

Directions: Please Complete the Requested Identification Information

Observer's Name _____

Observation of this Lesson: (Check One) FIRST ☐ SECOND ☐

Length of Each Observation 1) _____ Min.
2) _____ Min.

Content Area of Observed Class _____

Type of Students Observed (i.e., Basic Skills, Regular, College Prep.) _____

Observed Teacher's Name _____

Observed Teacher's School _____

Title of Observed Lesson _____

Amount of Time Observed Teacher Spent Reviewing Lesson In Preparation for Implementation _____ Min.

PART II - OBSERVER ASSESSMENTS

Directions: Based upon your observations, indicate the degree to which you agree or disagree with each of the statements listed below. Read each statement, then circle the appropriate numbered response using the following response key:

5 = Strongly agree

4 = Agree more than disagree

3 = Undecided

2 = Disagree more than agree

1 = Strongly disagree

X = This statement is not applicable

IMPORTANT NOTE: Your comments explaining your response to each item will be of vital use in the revision of this material.

STATEMENT	COMMENTS
The observed teacher appeared to have no doubt as to how the lesson was to be implemented. 5 4 3 2 1 X	
Students appeared to understand the activity worksheet directions. 5 4 3 2 1 X	

STATEMENT	COMMENTS
The objectives of the lesson were readily apparent to this observer. 5 4 3 2 1 X	
The materials permitted students the opportunity to practice the skills emphasized in the lesson. 5 4 3 2 1 X	
Activity worksheets appeared to provide students with sufficient space to enter their work. 5 4 3 2 1 X	
Lesson activities appeared to hold the interest of students. 5 4 3 2 1 X	
Lesson activities appeared to be organized in a logical sequence. 5 4 3 2 1 X	
Implementation of the lesson activities does not detract from the teacher's ability to manage student discipline. 5 4 3 2 1 X	

STATEMENT	COMMENTS
The observed teacher appeared to be improvising instructional strategies to provide a logical sequence to lesson activities. 5 4 3 2 1 X	
Lesson activities appeared to be appropriate for the pupils that were observed. 5 4 3 2 1 X	

PART III - ASSESSMENT SUMMARY

Based upon your observation(s), what is your overall assessment of the lesson's instructional design?
(Check one) /___/ Excellent /___/ Good /___/ Fair /___/ Poor

Please use the space below to make any additional or summary comments.

APPENDIX K

Requests for Timeline Revision and Letter of Approval

Request for Timeline Revision

CLEVELAND PUBLIC SCHOOLS

PAUL W. BRIGGS
Superintendent

FUNCTIONAL LIFE SKILLS PROJECT

TITLE IV - C

February 22, 1978

During this development year, pilot testing is absolutely essential for both of our development stages; so that the selected products can be revised and refined. Whereas quantity is not a problem, high quality must be verifiable. The pilot testing is being carried out to insure a refined product.

An adequate experimental-control group field test should sample classes in all five subject areas:English, mathematics, science, vocational education and social studies as the classes experience each of the APL content areas and skills. The control group field test (Large scale field testing), should be measured with a survey test which would tap all packets being field tested. In order to test a set of five packets in any class, and then to administer a survey test to measure the APL skills and content, the time required would be about four and one half weeks, since each packet requires three to five days to perform. Neither the original nor the revised timeline accommodates a really adequate field test which would do justice to such an important project as the Functional Life Skills Project.

The 1978-1979 school year, scheduled for system-wide field testing would provide the ideal situation for verifying the value of the kit with control group testing. In the meantime, complete pilot test data will be made available.

APPENDIX K

Division of Research and Developments Reply to Timeline Request

CLEVELAND PUBLIC SCHOOLS

MEMORANDUM

February 16, 1978

TO: Mrs. Delphya Gagliardi
Mr. James Mills
Dr. John P. Nairus

FROM: Ronald Gerboc, Research Associate
Division of Research and Development

As a consequence of the tentative timeline revisions being sought by Mrs. Delphya Gagliardi (Coordinator, Functional Life Skills Project), it must be noted that it will be impossible for the Division of Research and Development to conduct proposed large scale field testing of project materials during the 1977-78 funding year.

The Division has been charged with the responsibility of assisting in the development of survey test instruments that would be used during large scale field testing. Survey test items would be drawn from lesson mastery tests designed by project participants. Survey test construction, therefore, cannot begin until the lessons have been pilot tested and revised. The project coordinator has indicated that these lessons will not become available until after May 19, 1978.

Prior to implementing the field test process, it will be necessary for the Division to construct, duplicate and test the survey instruments. Past experience has demonstrated that a minimum of four weeks would be needed to conduct these procedures. In addition, at least two weeks must be allocated to the review of item analyses data and test revisions. Based upon these time projections, the survey test instruments could not be readied for large scale pilot testing prior to the close of school on June 16, 1978.

RG/bjs

XC: Dr. Margaret Fleming

Reiteration of Timeline Request

CLEVELAND PUBLIC SCHOOLS

1380 East Sixth Street • Cleveland, Ohio, 44114 • Telephone 696-2929

April 28, 1978

PAUL W. BRIGGS
Superintendent

APPROVED

DATE 5/15/78

Russell F. Knight

Mr. Russell Knight, Assistant Director
Division of Planning and Evaluation
Ohio Department of Education
Ohio Departments Building, Room 804
65 S. Front Street
Columbus, Ohio 43215

Dear Mr. Knight:

As per your request, this letter is being written to reiterate those concerns which prompted program management to seek official permission to omit conducting the activities specified in Objective 2-3 (i.e., experimental-control group field testing) during the 1977-78 funding year. The written request was included in the Monthly Project Report dated February 22, 1978 and was verbally approved by you during our phone conversation on March 23, 1978.

The request noted the unusual number of interruptions project management has been forced to contend with during the current year. These included: extreme inclement weather, large number of teacher/student absences, school closings, and payroll uncertainties. As a consequence of these factors, teacher participants failed to have sufficient time in which to adequately prepare written materials. Oftentimes, lesson development had to be completed at the home of teacher writers. This practice made it difficult for program management to monitor the development process.

Additionally, the request made clear that an inadequate period of time remained in the current funding year to carry-out Objective 2-3 activities. It did, however, provide assurance that project lessons would be pilot tested to permit initial revision and refinement. Based on the pilot tests, evaluation data to be collected included: pre/post student mastery test scores, test item analyses, teacher assessment information, and supervisory observation ratings.

Although such data has been accumulated, program management regards the results to be only tentative indicators of each lesson's strengths and weaknesses. The information should not be considered as definitive statements of the materials' potential, but be used only to initially revise their instructional content. This revision process will be completed prior to June of 1978. At that time, a panel review committee will rate lessons according to such variables as clarity, usability and effectiveness. It is hoped that these ratings, submitted by curriculum experts not affiliated with the project, will play a significant part in providing evidence to support project continuation and completion.

Mr. Russell Knight April 28, 1978

If you are in need of further details regarding the subject of this letter, please feel free to call me at 883-4519.

Yours truly,

Delphya Y. Gagliardi

Delphya Y. Gagliardi
Project Manager

DYG:bjs

APPENDIX K
Timeline Request Approval

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215

FRANKLIN B. WALTER
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MARGARET A. MAUTER
DIRECTOR
DIVISION OF
PLANNING AND EVALUATION
Room 804
614-466-4838

May 18, 1978

Mrs. Delphya Y. Gagliardi
Project Manager
South High School
7415 Broadway Avenue
Cleveland, Ohio 44105

Re: Planning and Evaluation
Project No. 34

Dear Ms. Gagliardi:

Enclosed please find an approved copy of your program amendment request, for the above mentioned project, dated April 28 and received May 4, 1978.

I am in complete agreement that limitations experienced during this school term have been extenuating and far beyond the control of project personnel. The progress and organization viewed during my visitation of November 29, 1977 and subsequently reported to this office on a regular monthly basis leaves little doubt that the project will satisfactorily meet the intended goals.

Given the current trends toward various forms of competency testing, this office regards the "Functional Life Skills" project as a priority. All reasonable flexibility will be available as we jointly seek a model for effective program operation and results.

If I may further assist, please contact me.

Sincerely,

Russell F. Knight

Russell F. Knight
Assistant Director

RFK/c

Enclosure

cc: Dr. Margaret Fleming
Dr. John P. Nairus

APPENDIX L

Product Review Panel Assessment Form
Used During the First Review of FLS Lesson Packets
(June, 1978)

Title IV-C Functional Life Skills Project

CURRICULUM MATERIAL EVALUATION

Name of Consultant _____ Date of Review _____ Title of Lesson _____

Instructions: Based upon your review of the lesson material, indicate the degree to which you agree or disagree with each of the statements listed below. Read each statement, then circle the appropriate numbered response using the key which follows:

5 = Strongly agree

4 = Agree more than disagree

3 = Undecided

2 = Disagree more than agree

1 = Strongly disagree

X = This statement is not applicable

IMPORTANT NOTE: Regardless of your response, we would appreciate your comments. If you require more space, please use the other side of this response sheet. Thank you.

A.	STATEMENTS OF CLARITY	COMMENTS
1.	The "student objectives" are clearly stated. 5 4 3 2 1 X	
2.	The "instructional procedures" written for teachers are clear. 5 4 3 2 1 X	

5 = Strongly agree | 4 = Agree more than disagree | 3 = Undecided | 2 = Disagree more than agree | 1 = Strongly disagree | X = This statement is not applicable

A.	STATEMENTS OF CLARITY (Continued)	COMMENTS
3.	The lesson has clearly identified answer keys that correspond to each activity and mastery test. 5 4 3 2 1 X	
4.	The activity worksheet directions for students are understandable. 5 4 3 2 1 X	
B.	STATEMENTS OF EFFECTIVENESS	COMMENTS
1.	The "instructional overview" provides teachers with an appropriate summary of the lesson's content. 5 4 3 2 1 X	
2.	The lesson features a variety of instructional methods. 5 4 3 2 1 X	
3.	The vocabulary activity will support the language development of students. 5 4 3 2 1 X	
4.	The featured instructional methods are practical for classroom use. 5 4 3 2 1 X	

5 = Strongly agree | 4 = Agree more than disagree | 3 = Undecided | 2 = Disagree more than agree | 1 = Strongly disagree | X = This statement is not applicable

B.	STATEMENTS OF EFFECTIVENESS (Cont'd)	COMMENTS
5.	The instructional activities facilitate the attainment of the lesson's objective. 5 4 3 2 1 X	
6.	The lesson's content adequately addresses the stated topic. 5 4 3 2 1 X	
7.	The mastery test measures the outcomes of the lesson as defined by the objectives. 5 4 3 2 1 X	
C.	STATEMENTS OF USABILITY	COMMENTS
1.	A teacher with little prior knowledge of the lesson's content could easily implement the lesson. 5 4 3 2 1 X	
2.	The lesson's content is arranged in an orderly sequence. 5 4 3 2 1 X	

5 = Strongly agree | 4 = Agree more than disagree | 3 = Undecided | 2 = Disagree more than agree | 1 = Strongly disagree | X = This statement is not applicable

C.	STATEMENTS OF USABILITY (Continued)	COMMENTS
3.	The lesson emphasizes essential skills that adults must possess to function competently in everyday life. 5 4 3 2 1 X	
4.	The lesson will hold the interest of students. 5 4 3 2 1 X	
5.	The instructional activities permit students to adequately practice the skills emphasized in the lesson. 5 4 3 2 1 X	
6.	The lesson's content is adaptable for most achool settings (e.g. rural/ suburban/urban; integrated/ segregated). 5 4 3 2 1 X	
D	ASSESSMENT SUMMARY - Please use the space below to make any additional or summary comments.	

(Use other side if necessary)

APPENDIX M

Lesson Packet Rating
Instrument Utilized
During the Second and
Third Panel Reviews
of Project Materials

TITLE IV-C FUNCTIONAL LIFE SKILLS PROJECT

Lesson Packet Review

Name of Consultant _____ Date of Review _____

Title of Lesson _____ Rating Total _____

DIRECTIONS: Rate the lesson packet in terms of the designated criteria by indicating in the space to the right of each item the number along the continuum which most nearly represents your judgement of the degree to which the specified criterion has been met. Use the five point scale appearing below.

5	4	3	2	1
Criterion has clearly been met				Criterion has not been met at all

Add the ratings for each category and place the number in the box designated "Sum of Ratings" appearing in the bottom right-hand corner. Then compute the total sum for all criterion items and record the figure at the top of this form on the line designated "Rating Total". This total must not exceed 90 points.

Please note that space is provided after each category to allow for reviewer comments where considered appropriate. The comments should be as specific as possible to aid program management in the revision of materials.

CRITERIA	RATING 5	4	3	2	1
	Criterion has clearly been met				Criterion has not been met at all

I. TASK PERFORMANCE FREQUENCY

The featured task must be frequently performed in everyday life situations.

a) This packet addresses a task which most individuals must perform often. ____

Sum of Rating (Category I) ☐

COMMENTS:

II. TASK IMPORTANCE

The featured task must be important to the successful functioning in everyday life.

a) The featured task is a basic one which requires mastery before related tasks can be performed. ____

b) This lesson packet's content clearly relates to the concerns of those responding to Cleveland's community survey. ____

c) Personal performance of the featured task is normally more appropriate than the utilization of the services by others. ____

d) The knowledge of this packet's content is essential to an individual or family's ability to survive in this society. ____

Sum of Rating (Category II) ☐

COMMENTS:

III. COMPLETENESS OF CONTENT

The packet's content must be complete enough to enable a teacher with little prior knowledge to implement the material.

a) The specific teaching strategies contained in this packet are explained clearly. ____

b) The "student objectives" contained in this packet are clearly stated. ____

c) This lesson packet's activity worksheet directions for students are understandable. ____

d) This packet has clearly identified answer keys. ____

5 4 3 2 1

Criterion has clearly been met — 123 — Criterion has not been met at all

e) The featured instructional activities permit students to adequately practice skills emphasized in the lesson. ____

Sum of Ratings (Category III) ☐

COMMENTS:

IV. INTERNAL CONSISTENCY OF CONTENT

The packet's content rationale must be consistent with its teaching strategies.

a) The featured activities are consistent with the stated objectives. ____

b) This packet's content adequately addresses the stated topic. ____

Sum of Ratings (Category IV) ☐

COMMENTS:

V. APPROPRIATENESS OF FORMAT

The packet's material must be presented in a format which can appropriately be used in tenth grade classrooms.

a) The content of this lesson packet is arranged in an orderly sequence. ____

b) The visual presentation of this packet's content facilitates the easy use of its materials. ____

Sum of Ratings (Category V) ☐

COMMENTS

VI. APL MODEL COMPATIBILITY

The featured task and skills highlighted in the lesson packet must be compatible with the APL model.

a) This lesson packet's objectives clearly conform to the APL content area in which it has been placed. ____

b) This packet offers students adequate opportunity to practice the skill(s) identified in the APL model. ____

RATING 124

5	4	3	2	1
Criterion has clearly been met				Criterion has not been met at all

c) As recommended in the APL model, featured activities in this lesson are set in the context of everyday problems. ____

d) The identified APL skills presented in this lesson emphasize the attainment of practical knowledge not the recall of trivia. ____

Sum of Ratings (Category VI) ☐

COMMENTS:

APPENDIX N

Rank Order of Packets By Reviewers' scores
and Packets Recommended for
Final Development

(Results of the Second Panel Review -October of 1978)

Title IV-C Functional Life Skills Project

RANK ORDER OF PACKETS BY REVIEWERS' SCORES

(Results of the Second Panel Review - Oct., 1978)

RANK	PACKET NO.	TITLE	COMBINED SCORE (Total Possible Points = 180)
1	25	Budgeting	172
2	14	Job Preparation: Data Cards, Resumes' Portfolios	167
3	21	Using Bus Schedules	166
	6	Credit: Using It Wisely	166
	52	Job Application	166
4	3	Lease & Rental Agreements	163
	15	Banking Services: Savings Accounts	163
	24	Comparative Shopping: Food	163
5	48	Banking Services: Checking Accounts	162
6	28	Post Office	161
	34	Law & People: When To Use A Lawyer	161
7	27	Job Interview	160
8	8	Understanding Your Pay Stubs	156
	9	Help Wanted Ads	156
	20	Voting Procedures	156
9	10	Mini-Consumers Guide	154
10	18	Understanding & Using Maps	153
11	11	Ordering By Mail	151
	26	1040A Income Tax Form	151
12	4	Job Evaluations	150
	38	Becoming A Licensed Automobile Driver	150
13	22	Telephone: White Pages	147
	30	Business Letters	147
14	51	Newspapers Facts & Opinion	144
15	37	Fringe Benefits	141
16	39	Car Loans	139
	50	Taking A Test: Following Directions	139
17	1	Newspaper: Index	136
18*	46	Changing Radiator Coolants Antifreeze: How & Why	134
19 **	45	Comparative Shopping: Ready Made Garments Vs. Sewing Garments	131

* Despite the fact that packet No. 46 was ranked among the first thirty, the rating team decided not to recommend that it be committed for final development because of the limited scope of its content and the infrequency in which the task is needed to be performed.

** Ranks 1-19 fall within the top 30 scores

RANK ORDER OF PACKETS BY REVIEWERS' SCORES

RANK	PACKET NO.	TITLE	COMBINED SCORE
20	42	Buying Used Furniture & Appliances	130
21	19	Inquires By Phone	126
22	23	Decision Making	125.
	13	Insurance	125
23	33	Using Public Libraries Resources	122
	40	Home Sanitation	122
24	31	Letters To Congresspersons	121
25	7	Advertising Appeals	120
	47	Measuring For Home Improvement	120
26	12	Installment Buying	114
27	5	Job Evaluations	112
	16	Time Zones	112
28	41	Birth Control	105
29	2	Newspaper Headlines	102
30	29	Verifying Bills & Statements	101
31	35	Job Terminations	94
	32	Propaganda	94
32	43	Museums & Recreation	93
33	36	Tools Around The House	85
34	44	Unemployment Compensation & Public Assistance	83
35	49	Critical News Viewing - Listening	66

11/16/78

Title IV-C Functional Life Skills Project

PACKETS RECOMMENDED FOR FINAL DEVELOPMENT

ENGLISH

PACKET NO.	TITLE	PACKET NO.	TITLE
14	Job Preparation: Data Cards, Resumes, Portfolios	22 + 19	Telephone: White Pages Inquiries By Phone
52	Job Application	51	Newspaper Facts & Opinions
27	Job Interview	50	Taking A Test: Following Directions
9 + 37	Help Wanted Ads - Fringe Benefits	23 + 7	Decision Making - Advertising Appeal
11 + 31	Ordering By Mail - Letters To Congresspersons	30	Business Letters

MATHEMATICS

PACKET NO.	TITLE	PACKET NO.	TITLE
25	Budgeting	48	Banking Services: Checking Accounts
21	Using Bus Schedules	8	Understanding Your Pay Stubs
6 + 12	Using Credit Wisely - Installment Buying	45	Comparative Shopping: Ready Made Garments Vs. Sewing Garments
15	Banking Services: Savings Accounts	42	Buying Used Furniture & Appliance
24	Comparative Shopping: Food	39 + 13	Car Loans + Insurance

SOCIAL STUDIES

PACKET NO.	TITLE	PACKET NO.	TITLE
3	Lease & Rental Agreements	18	Understanding & Using Maps
28	Post Office	26	1040A Income Tax Form
34 + 17	Law & People: When To Use A Lawyer - Small Claims Court	4	Warranties & Guarantees
20	Voting Procedures	38	Drivers License
10	Mini-Consumers Guide	33 + 43	Libraries - Museums & Recreation

11/16/78

FUNCTIONAL LIFE SKILLS PROJECT

CLEVELAND PUBLIC SCHOOLS - CLEVELAND, OHIO

FUNDED BY ESEA TITLE IV-C

Complete Listing of Packet Titles
Included In the FLS Kit

PACKET NUMBER	UNIT TITLE	CONTENT AREA
1	Job Preparation: Data Cards, Resumes, Portfolios	Occupational Knowledge
2	Job Applications	Occupational Knowledge
3	Job Interviews	Occupational Knowledge
4	Help Wanted Ads	Consumer Economics
5	Writing Letters	Miscellaneous
6	Telephone Directories	Community Resources
7	Newspaper: Fact & Opinion	Community Resources
8	Advertising Appeals	Consumer Economics
9	Following Directions	Occupational Knowledge
10	Understanding Your Pay Stub	Occupational Knowledge
11	Budgeting	Consumer Economics
12	Using Bus Schedules	Community Resources
13	Using Credit Wisely	Consumer Economics
14	Banking Services: Savings Accounts	Consumer Economics
15	Banking Services: Checking Accounts	Consumer Economics
16	Comparative Shopping for Food	Consumer Economics
17	Comparative Shopping: Furniture & Appliances	Consumer Economics
18	Comparative Shopping: Clothing	Consumer Economics
19	Selecting, Financing & Insuring an Automobile	Consumer Economics
20	Measuring for Home Improvement	Consumer Economics
21	Lease/Rental Agreements	Consumer Economics
22	Warranties & Guarantees	Consumer Economics
23	Post Office	Community Resources
24	Law & People	Government & Law
25	Voting Procedures	Government & Law
26	Using Consumer Magazines	Consumer Economics
27	Understanding & Using Maps	Consumer Economics
28	Paying Taxes	Government & Law
29	Becoming A Licensed Driver	Government & Law
30	Museums & Libraries	Community Resources

APPENDIX O

Division of Planning and Evaluation
Project Visitation Report
Based On Observations Made
During a February 16, 1979 Visit

RECEIVED
FEB 23 1979
DIVISION OF
PLANNING AND EVALUATION

Division of Planning and Evaluation

PROJECT VISITATION REPORT FORM

School District CLEVELAND Project No. 78-D-34-2

Project Title Functional Life Skills Project

Project Director Mrs. Mildred Westmoreland

Project Reviewer Valija Axelrod

Date of Visit February 16, 1979

PURPOSES

This form is designed to serve as a project visitation guide and report form for project officers of the Division of Planning and Evaluation. The visitation report of the project officer will reflect his observations made for each item within the report as a result of his visit. The report will be utilized by the Division of Planning and Evaluation in its regulatory and supportive functions necessary to accomplish the purposes of this federally-supported program.

INSTRUCTIONS

Space is provided for only one visitation. The date of visitation should be entered at the top of this page. The project officer will indicate his responses with a check mark (✓). The potential responses for each question are:

Yes
N.A. (Not applicable)
Und. (Undetermined)
No
Comment (Page(s) of narrative will be attached)

Comments should be made in conjunction with "undetermined" or "no" responses. Where appropriate, comments should include specific recommendations for action. Additional comment pages may be inserted as necessary. Any comments made by the project officer completing the form will be preceded by the number of the question to which the comment is directed.

	Yes	N.A.	Und.	No	Comments
1. Are the program activities that are being implemented the same as those described in the approved project proposal?	X				
2. Have adequate steps been taken to ensure timely completion or implementation of approved activities in the future?	X				
3. Have agreements of participation been signed by all participating school districts and are the agreements filed in the clerk's office with other project records?					
4. Have contracts of school district employees who are assigned to the project on a part-time basis been amended to indicate project duties and sources of funds that support the contract?					
5. Are contracts for and documentation of work or services provided by consultants (including LEA employees paid under "Contracted Services" for project involvement) available?					
6. Is the Statement of Assurance of Availability for consultants on file?					
7. Has the clerk established a separate fund for this project?					
8. Are the appropriation ledgers established in accordance with the accounts and classifications shown on the Budget Report Form?					
9. Are the appropriation ledgers dual coded with federal codes and state codes?					
10. Are project expenditures properly recorded on the ledgers?					
11. Is the evaluation plan being implemented in accordance with the project evaluation timetable and reported monthly progress?	X				
12. Have necessary arrangements been made for conducting planned future evaluation activities?	X				
13. Has all equipment authorized in the current budget been purchased?				X	(See Comments)
14. Was authorization given by the Division of Planning and Evaluation for all equipment that has been purchased?	X				

	Yes	N.A.	Und.	No	Comments
15. Is all equipment purchased with Title IV-C funds (a) being utilized and (b) is it being utilized exclusively for project activities?	X				
16. Is an inventory available of all equipment purchased with Title IV-C funds, indicating date of purchase, cost and present location?	X				
17. Have the facilities that were programmed and budgeted in the project proposal been provided?	X				
18. Are the available facilities adequate and appropriate?	X				
19. Have the materials provided for in the project budget been purchased?	X (See Comments)				
20. Have dissemination materials (brochures, newsletters, etc.) observed on site been provided to the Division of Planning and Evaluation?	X				
21. Do materials contain the acknowledgment and disclaimer statement?	X				
22. Have all the staff positions authorized in the project budget been filled?	X				
23. Are all staff members who have been hired authorized in the project budget?	X				
24. Are staff members actually performing the roles described in the proposal?	X				
25. Have services and products received from outside consultants been satisfactory and documented as such?	X				
26. Have changes in project personnel been reported to the Division of Planning and Evaluation?	X				
27. Does the actual target group agree with that described in the proposal?	X				
28. Is the target population being served in the manner indicated in the project proposal?	X				
29. Do the nature and extent of nonpublic school participation meet Ohio guidelines for innovative and support projects?	X				

30. Persons interviewed Mrs. Mildred Westmoreland, Project Director
Dr. John P. Nairus, Directing Supervisor-Compensatory Educatic
Mr. James D. Mills, Supervisor of English
Mr. Ron Gerboc, Project Evaluator

REMARKS

The project is being implemented in accordance with the approved proposal. The project is well on schedule in keeping with the contingency plans built into the continuation plan. The teachers' strike and desegregation implementation necessitated exercising the optional plans for packet revisions and field testing. It is expected that the project outcomes will not be adversely affected by changed timelines.

- The revision process resulted in the development of 30 functional skills packets for use in English, Mathematics, and Social Studies classes. All packets will be ready for printing by February 23, 1979. These packets were revised by an external professional writer and two public school teachers.

- The teacher selection process for participation in the field test is almost compiete. The number of experimental group teachers will be close to 30. Because the number of subject area teachers in a particular participating school is limited, the control group may be smaller. This adjustment is in keeping with the proposal and should not affect desired project outcomes.

- The initial teacher orientation session is scheduled for March 10.

- One Community Communication Council meeting has taken place

- Many test items for the master tests (used in pre- and post-testing) have been tried out. Master tests will be finalized in time for the initial pre-testing of students.

COMMENTS

13. The cassette tape recorder, rolling cart, and shelving unit were not purchased. The project director did not forsee a need for this equipment in successfully completing the project effort.

19. A request to the Division of Planning and Evaluation on January 4, 1979 to go beyond the 120-day limit for ordering materials and supplies was approved by the Division on January 25, 1979. The project director expects that purchases for materials and supplies will continue into the summer months.

APPENDIX P

1978-79 FLS Field Test Teacher Teams

APPENDIX P

1978-79 FLS Field Test Teacher Teams

(X = Experimental C = Control)

SCHOOL		ENGLISH	MATHEMATICS	SOCIAL STUDIES
Collinwood	X	Johnnie Mae Hardy	Donald Vaccaric lo	Glenn Ellsworth
	C	Phyllis Stafford	Neda Mihelin	Nathaniel Richardson
East	X	Ronald Tamler	Margaret Muehling	Raymond P. Kocaja
	C	Mary Grinage	Gary Bloomstine	Mary Ann Tressler
East Tech	X	Walter Shubsda	Irene Bujwalo	Jane Sapp
	C	Maureen O'Brien	Russell Kirtz	Ronald Harps
	C		Timothy Klodnick	
Glenville	X	Barbara Surloff	Elizabeth Limmex	Janet Brasty
	X	Jeanie Sabrack		
	C	Hugh Blackwell	Alrad Calhoun	J. Zimmerly
	C	Marian Fosdick		
James F. Rhodes	X		Antionette Brown	John C. Saulters

APPENDIX P (continued)

SCHOOL		ENGLISH	MATHEMATICS	SOCIAL STUDIES
John F. Kennedy	X	Sharon Persely	Elixabeth Andrews	Stuart Taylor
	C	Joseph Benovich	Lelia McBath	Theodore Ozan
	C			Michael Keister
John Hay	X	Linda Dalsky	John Peterson	Robert Darrah
	C	Robert Klein	Sylvester J. Belcher	Robert Orr
John Marshall	X	Barbara Sones	Jack Weese	James Moxley
	C	Robert Vinyard	Rollin Dill	Richard Emery
Lincoln-West	X		Russell Kalbrunner	Ralph Bowles
	C	Robert Surnegie	Daniel Mussulin	David Nabinger
West Technical	X	David Karnak	James Richling	Moinina Ngobeh
	X	Arthur Thomas		
	C	Twanita Martin	David Piesen	Arthur Prchlik

APPENDIX Q

Rejection of Non-public
School Participation In
Large Scale Field Testing

Erieview Catholic High School
1736 SUPERIOR AVENUE • CLEVELAND, OHIO 44114
TELEPHONE (216) 861-3750

March 14, 1979

Ms. Mildred Westmoreland, Project Manager
Functional Life Skills Project
South High School, Room 202
7415 Broadway Avenue
Cleveland, Ohio 44105

Dear Ms. Moreland:

We sincerely regret that Erieview Catholic High School will be unable to participate in field-testing Functional Life Skills Packets during the second semester of the current school year.

Having received information about the Functional Life Skills Project, we support its purposes and believe it will have positive outcomes. Our non-participation in the field-testing is based on two factors:

1) The program of studies for tenth grade students at Erieview does not include specific skills classes in English, mathematics, and social studies.

2) The time involved in field-testing for a given class seems too extensive to set aside the regular program without its being a disadvantage to the students in completing their regular courses of study.

We wish you and the schools involved success in this important project.

Sincerely,

Patricia R. Lange

Patricia R. Lange
Principal

PRL/mm

APPENDIX S

Observation Rating
Instrument Utilized
To Review Field Test
Implementation (1978-79)

APPENDIX R

Schedule of 1978-79 Field Test Observations

APPENDIX R

FUNCTIONAL LIFE SKILLS PROJECT
FIELD TEST OBSERVATIONS, 1979

TEACHER	SCHOOL	LESSON PACKETS	CLASS PERIOD	OBSERVATION SUPERVISOR	DATES PROJECT MANAGER
		ENGLISH LESSONS			
Johnnie M. Hardy	Collinwood	1, 7, 3	2	Emmy Miller 4/18	Mildred Westmoreland 4/26
Jeanie Sabrack	Glenville	0, 6, 5	1	Emmy Miller 4/19	Mildred Westmoreland 4/15
Barbara Surloff	Glenville	9, 2, 0	2	Emmy Miller 4/19	Mildred Westmoreland 4/15
Sharon L. Persely	J.F. Kennedy	2, 3, 7	2	Emmy Miller 4/24	Mildred Westmoreland 4/19
Barbara Sones	John Marshall	4, 5, 8	8	Emmy Miller 4/19	Mildred Westmoreland 4/30
David M. Karnak*	West Technical	3, 8, 2	3	Emmy Miller 4/23	
Arthur Thomas	West Technical	5, 0, 9	4	Emmy Miller 4/23	Mildred Westmoreland 5/2
		MATHEMATICS LESSONS			
Irene J. Bujwalo *	East Technical	1, 6, 2	2	Irwin N. Sokol 4/19	
Antionette Brown	James F. Rhodes	6, 0, 3	4	Irwin Sokol 4/20	Mildred Westmoreland 4/30
Elizabeth Andrews	J.F. Kennedy	9, 3, 4	2	Irwin Sokol 4/18	Mildred Westmoreland 4/27
John L. Peterson	John Hay	0, 7, 1	5	Irwin Sokol 4/19	Mildred Westmoreland 5/1
Russell Kalbrunner	Lincoln-West	8, 4, 6	1	Irwin Sokol 4/20	Mildred Westmoreland 5/2
		SOCIAL STUDIES LESSONS			
Glenn Ellsworth	Collinwood	7, 4, 1	3	Lora V. Murphy 4/25	Mildred Westmoreland 4/26
Dorothy J. Sapp	East Technical	2, 5, 0	1	Lora Murphy 4/23	Mildred Westmoreland 5/1
John C. Saulters	James F. Rhodes	8, 0, 2	3	Lora Murphy 4/18	Mildred Westmoreland 4/30
Robert J. Darrah	John Hay	6, 3, 9	7	Lora Murphy 4/26	Mildred Westmoreland 5/1
James A. Moxley	John Marshall	4, 1, 7	7	Lora Murphy 4/19	Mildred Westmoreland 4/30

* Note: Only one observation was actually conducted due to scheduling difficulties.

TITLE IV-C FUNCTIONAL LIFE SKILLS PROJECT

Review of Lesson Packet Implementation

Name of Observer _____ Date of Observation _____

Name of Observed Teacher _____ Name of Observed Teacher's School _____

Subject Area of Observed Class _____ Lesson Packet No. _____

DIRECTIONS: Rate the observed lesson implementation in terms of the designated criteria by circling the appropriate numbered response along the continuum which most nearly represents your judgement of the degree to which the specified criterion has been met. Use the five point scale appearing below.

5	4	3	2	1
Criterion has clearly been met				Criterion has not been met at all

Please note that space is provided after each item to allow for observer comments when considered appropriate. The comments should be as specific as possible to aid program management in the revision of materials.

STATEMENT	COMMENTS
1. Functional Life Skills materials were used exclusively in teaching the observed lesson? 5 4 3 2 1	
2. Every student in the observed classroom had their own copy of the Functional Life Skills activity worksheet packet? 5 4 3 2 1	
3. The observed teacher understood the instructional procedures that were to be implemented? 5 4 3 2 1	

STATEMENT	COMMENTS
4. The observed teacher explained to students the procedures that were to be followed during the lesson implementation? 5 4 3 2 1	
5. The lesson's instructional content was implemented as prescribed? 5 4 3 2 1	
6. Students understood verbal directions that pertained to lesson activities? 5 4 3 2 1	
7. Students understood written directions that pertained to lesson activities? 5 4 3 2 1	
8. Students were permitted adequate time to complete worksheet activities? 5 4 3 2 1	
9. Students were permitted the opportunity to ask questions regarding the lesson's instructional content? 5 4 3 2 1	
10. The lesson's instructional content held the interest of students? 5 4 3 2 1	

ASSESSMENT SUMMARY

Name of Observer _____ Subject Area of Observed Class _____ Lesson Packet Number_____

Based upon your observation, what is your overall assessment of the lesson's instructional design?

(Check one) ☐ Excellent ☐ Good ☐ Fair ☐ Poor

Please use the space below to make any additional or summary comments.

APPENDIX T

Typical Test Used During FLS Field Testing

AN EXAMPLE OF A TYPICAL TEST
USED DURING FLS FIELD TESTING

TITLE IV-C FUNCTIONAL LIFE SKILLS PROJECT

DIRECTIONS

THIS TEST WILL SHOW HOW WELL YOU READ AND UNDERSTAND THINGS YOU MAY SEE OR USE IN EVERYDAY LIFE.

THE TEST CONTAINS 30, MULTIPLE CHOICE QUESTIONS. READ EACH QUESTION AND CHOOSE THE ANSWER YOU THINK IS CORRECT. AVOID "WILD GUESSING", HOWEVER, IF YOU ARE ABLE TO ELIMINATE ONE OR MORE OF THE POSSIBLE ANSWERS TO A QUESTION, SELECT THE ONE BEST ANSWER FROM THE REMAINING CHOICES.

USE A PENCIL TO MARK YOUR ANSWER. DO NOT USE INK. WORK STEADILY UNTIL YOU HAVE FINISHED EACH QUESTION. IF YOU FINISH BEFORE EVERYONE ELSE, YOU MAY GO BACK AND REVIEW YOUR WORK. BE CERTAIN, HOWEVER, THAT YOU ERASE COMPLETELY ANY ANSWER YOU HAVE DECIDED TO CHANGE.

SAMPLE TEST QUESTION

DO SAMPLE QUESTION "X" BELOW TO SEE HOW THE CORRECT ANSWER WOULD BE MARKED ON YOUR ANSWER SHEET.

X. A PERSON PAYING RENT FOR AN APARTMENT WOULD BE CALLED A

A. LANDLORD

B. RENTAL AGENT

C. TENANT

D. REALTOR

THE SPACE IDENTIFIED WITH THE LETTER "C" SHOULD BE BLACKENED BECAUSE A TENANT PAYS RENT TO THE OWNER OF AN APARTMENT.

BEGIN THE TEST

WHEN YOU ARE TOLD, BEGIN ANSWERING EACH QUESTION ON YOUR ANSWER SHEET. DO NOT WRITE ON THIS TEST.

John decides to set aside 5% of his $850 monthly income for savings. How much money does he plan to place in his account during a year?

A. $170.00

B. $255.00

C. $425.00

D. $510.00

Which item in the following list would be an example of a fixed expenditure?

A. clothing

B. insurance

C. recreation

D. savings

Which pair of factors must be considered when constructing a personal budget?

A. income and expenditures

B. payments and allowances

C. earnings and benefits

D. profits and dividends

Joe decides to spend $250 he has set aside in his budget for a stereo record player. Which purchasing practice should be followed to obtain the most value for his money?

A. Comparative shopping

B. Deficit spending

C. Planned budgeting

D. Charge account billing

5. Mary needs a new battery for her car. She, however, spent all of her money set aside in her monthly transportation budget. Which remaining area of her budget listed below would be the most appropriate to take money from to buy the battery?

A. clothing

B. insurance

C. rent

D. utilities

6. Joan finds that she must reduce the amount of money she spends to stay within her budget. Which type of item would be the most appropriate to begin cutting spending on?

A. necessities

B. utilities

C. luxuries

D. emergencies

7. Budgeting helps a person determine the best way to:

A. spend income

B. supplement income

C. obtain income

D. reduce income

8. Mary pays $372.00 a year for car insurance. How much money should she budget each month to pay her yearly insurance premium?

A. $3.10

B. $3.72

C. $31.00

D. $37.20

Which item should <u>not</u> be included when determining the amount of a person's income?

A. interest

B. taxes

C. tips

D. wages

Dick has a monthly income of $900.00. In planning his budget he decides to spend 35% of that monthly income for rent. How much money does he expect to spend for rent each month?

A. $257.25

B. $270.00

C. $300.25

D. $315.00

11. Which of the following is usually an unwise shopping practice?

    A. buying perishable food in quantity

    B. selecting house brands

    C. checking unit prices rather than label prices

    D. using past receipts to make a budget

Use these lists to answer questions 12 and 13

ITEMS	SUPERMARKET A	SUPERMARKET B
Fabric softener, 96 oz.	$2.98	$3.74
Oreo cookies, 15 oz.	$ .99	1.09
Tomato paste, 3 6-oz. cans	.75	.85
Tuna, 7 oz.	.98	.70
Sausage, lb.	1.79	1.28
Spareribs, lb.	1.49	1.48
Boneless round roast, lb.	2.69	2.38

12. How do the two stores compare in price?

    A. A is higher by more than 50¢

    B. B is higher by more than 50¢

    C. A is higher by less than 50¢

    D. B is higher by less than 50¢

13. The unit price of the fabric softener at each store is

    A. $2.98 and $3.74

    B. 96 oz. at both

    C. $.031 and $.039

    D. 31¢ and 39¢

Use the grocery receipt shown to answer questions 14, 15, 16 and 17

Key: #1 = taxable groceries
#2 = produce
#3 = meat
#4 = groceries

# = total tax
S = sub-total
T = Total

```
                0. C

#1
              0.49 +
              0.49 +
              0.49 +
              2.08 +
              2.08 +
              2.36 +
#3
              2.25 +
              1.85 +
              3.70 +
              5.00 +
              3.32 +
#2
              1.01 +
              0.79 +
#4
              0.99 +
              0.89 +
              1.00 +
              0.59 +
              0.59 +
              1.29 +
              3.79 +
              1.14 +
              0.59 +
              1.79 +
             38.57 S

              0.44 +
             39.01 S
              0.17 -
              0.25 -
              0.30 -
              0.17 -
              0.20 -
             37.92 S
             37.92 T

                0. C
```

14. What is the total of the taxable groceries?

A. $3.55 C. $8.43

B. $7.99 D. $9.43

15. How much did the shopper save by using coupons?

A. $.44 C. $.89

B. $.72 D. $1.09

16. What percent of the total bill was spent for meat?

A. 70% C. 53%

B. 60% D. 42%

17. How much change did the shopper get from the $50 bill he gave the clerk?

A. $10.08 C. $21.08

B. $12.08 D. $1.08

Use these labels to answer questions 18 and 19

BRAND X

TOMATOES, TOMATO PUREE, SALT, CITRIC ACID AND CALCIUM CHLORIDE.

NUTRITION INFORMATON PER SERVING		PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA):			
SERVING SIZE	1 CUP	PROTEIN	4	NIACIN	10
SERVINGS PER CONTAINER	2	VITAMIN A	30	CALCIUM	8
CALORIES	60	VITAMIN C	70	IRON	6
PROTEIN	3 GRAMS	THIAMINE	10	PHOSPHORUS	6
CARBOHYDRATE	13 GRAMS	RIBOFLAVIN	4	MAGNESIUM	10
FAT	0				

DIST. BY: CALIFORNIA CANNERS [illegible] CCC
MAIN OFFICE: SAN FRANCISCO, CALIF. 94106. P[illegible]T OF U.S.A.

Redpack's Plump Tomatoes in Puree cook quicker because they pour out thicker, right from the can. In fact, Redpack Tomatoes in puree have 30% more tomato product than tomatoes packed in juice. For delicious Redpack recipes simply send 25¢ and one Redpack label to: Redpack, 3100 Ferry Bldg., San Francisco, CA 94106.

0 21300 08389

METRIC EQUIVALENT
NET WT. .....454 GRAMS
WT. OF TOMATOES .....312 GRAMS

‡WEIGHT OF TOMATOES MEANS WEIGHT BEFORE ADDITION OF LIQUID NECESSARY FOR PROCESSING

BRAND Y

VINE RIPENED TOMATOES

INGREDIENTS: TOMATOES, TOMATO JUICE, SALT, CALCIUM SALTS AND CITRIC ACID ADDED.

NUTRITION INFORMATION PER SERVING			
SERVING SIZE	1 CUP		
SERVINGS PER CONTAINER	2 CUPS		
CALORIES	50		
PROTEIN	2 GRAMS		
CARBOHYDRATE	11 GRAMS		
FAT	0 GRAMS		
PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCE (U.S. RDA)			
PROTEIN	2	RIBOFLAVIN	4
VITAMIN A	30	NIACIN	10
VITAMIN C	60	CALCIUM	8
THIAMINE	8	IRON	4

DISTRIBUTED BY
FISHER FOODS, INC.
CLEVELAND, OHIO 44146

18. Which of the following items in Brand X are not in Brand Y.

A. phosphorus, magnesium

B. tomato juice, citric acid

C. protein, carbohydrate

D. citric acid, salt

19. The Brand X label makes what claim?

A. more tomatoes

B. better tomatoes

C. quicker cooking

D. greater US RDA

20. Which of the following statements is true?

A. A quarter-pounder at McDonald's is cheaper than its equal prepared at home.

B. Instant coffee is cheaper than ground coffee.

C. Cut-up chicken is cheaper than whole chicken.

D. Whipped butter costs less than plain butter.

21. A path traveled by a bus in going from one point to another is called a:

A. connection

B. route

C. schedule

D. timetable

USE THE BUS SCHEDULE MAP APPEARING TO THE RIGHT TO DO ITEMS 22, 23

Jim was riding the No. 14 Kinsman bus. At which intersection could he pick-up the No. 40 bus?

A. Woodhill

B. E. 130

C. Lee Road

D. E. 159 Loop

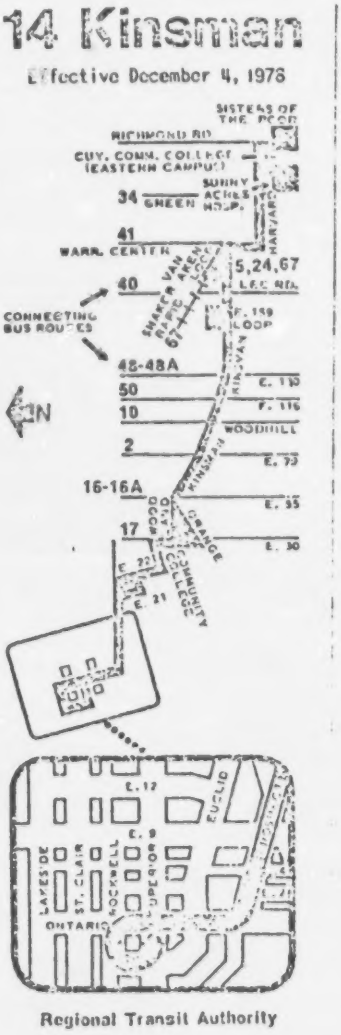
Which side of Kinsman is the Shaker Rapid located?

A. North

B. West

C. East

D. South



USE THE BUS SCHEDULE TIMETABLE APPEARING BELOW TO DO ITEMS 24, 25, 26, 27, 28

-WEEKDAY-

EASTBOUND

LEAVE WESTGATE	LEAVE CORDOVA-MADISON	ARRIVE WEST 117 RAPID STA.	ARRIVE UNION TERM. VIA RAPID	ARRIVE PUBLIC SQUARE
A.M.	A.M.	A.M.	A.M.	A.M.
---	440	447	515	525
---	507	518	523	535
---	532	544	603	605
---	548	601	619	625
---	608	619	634	643
---	624	637	651	701
627	637	651	714	719
---	647	701	720	---
---	655	709	724	727
655	705	719	734	---

LEAVE WESTGATE	LEAVE CORDOVA-MADISON	ARRIVE WEST 117 RAPID STA.	ARRIVE UNION TERM. VIA RAPID	ARRIVE PUBLIC SQUARE
P.M.	P.M.	P.M.	P.M.	P.M.
140	150	203	221	227
207	218	232	257	257
237	249	302	322	327
---	308	322	342	347
312	323	337	352	402
---	335	349	412	---
337	349	402	422	427
---	358	412	432	---
357	409	422	442	447

WESTBOUND

LEAVE PUBLIC SQUARE	LEAVE UNION TERM. VIA RAPID	LEAVE WEST 117 RAPID STA.	ARR.-LV. CORDOVA-MADISON	ARRIVE WESTGATE
A.M.	A.M.	A.M.	A.M.	A.M.
510	515	528	537	---
540	543	558	607	---
610	616	632	648	653
625	625	648	700	---
---	645	705	717	727
645	645	708	720	---
---	705	721	733	743
705	705	728	740	---
---	727	743	757	---
---	734	758	812	823

LEAVE PUBLIC SQUARE	LEAVE UNION TERM. VIA RAPID	LEAVE WEST 117 RAPID STA.	ARR.-LV. CORDOVA-MADISON	ARRIVE WESTGATE
P.M.	P.M.	P.M.	P.M.	P.M.
---	355	420	434	440
---	405	420	434	---
410	415	435	449	---
---	415	440	454	---
---	425	448	502	514
430	---	455	---	---
---	441	500	514	---
---	451	513	524	536
450	455	515	529	---
---	501	520	534	---

. You have decided to take the 3:57 P.M. eastbound bus from Westgate in order to connect with a West 117th Street Rapid Station transit car. At what time will you arrive at this station?

A. 3:37 P.M.

B. 4:02 P.M.

C. 4:12 P.M.

D. 4:22 P.M.

. How long does it take the eastbound 2:37 P.M. bus to get from Westgate to Public Square?

A. 90 minutes

B. 1/2 hour

C. 47 minutes

D. one hour

25. What would be the earliest morning time a person could leave Public Square in order to reach Westgate Station?

A. 5:10 o'clock

B. 5:40 o'clock

C. 6:10 o'clock

D. 6:53 o'clock

27. How many westbound buses leave Public Square between 5:00 A.M. and 7:00 A.M. on weekdays?

A. two

B. three

C. four

D. five

28. You get on the 2:37 P.M. eastbound bus at Cordova-Madison. How long will it take the bus to arrive at Public Square?

A. 11 minutes

B. 79 minutes

C. 90 minutes

D. 327 minutes

29. The correct definition for the term via is:

    A. in time for

    B. intersection of route

    C. scheduled for use

    D. by way of

30. The process of changing from one bus to another in order to arrive at a destination is called:

    A. traveling

    B. scheduling

    C. transferring

    D. intersecting

APPENDIX U

DEGREE OF ASSOCIATION BETWEEN VARIOUS FIELD TEST OUTCOME COMPARISONS

Implementation Observation Ratings and Test Performance

The 19 packets which received implementation ratings were divided between those receiving a high mean rating score (4.60 or above) and a low mean rating score (4.50 or less). The same packets were divided between those in which experimental classes demonstrated significantly greater test performance scores ($p \leq .05$) than did their control class counterparts and packets which failed to achieve this criterion. Using the Table of Critical Values of D (or C) in the Fisher Test a significant association between degree of implementation test performance was not detected.

Test Reliability Coefficients and Test Performance

The 30 packets were divided between those which demonstrated reliability coefficients that were above the composite median ($r \leq .34$) and those below the median ($r \geq .32$). The same packets were divided between those in which experimental classes demonstrated significantly greater test performance scores ($p \leq .05$) than did their control class counterparts and those packets which failed to achieve this criterion. When the Chi-square statistic was applied a significant association between the level of test reliability and test performance was not detected. ($x^2=.13$, $df=29$, $p \geq .05$).

Experimental Class Student Attendance and Test Performance

Experimental class students participating in the implementation of six selected packets were divided between those who attended class during each day that the packet was implemented (100% days attended) and those who did not attend each day during this same implementation period (< 100% days attended). Three of the six packets (or one from each content area) represented those in which experimental classes demonstrated significantly greater test performance scores ($p \leq .05$) than did their control class counterparts and three (or one from each content area) represented those which failed to achieve this criterion. When the Chi-square statistic was applied a significant association between the number of days attended and test performance was not detected. ($x^2=.03$, $df=165$, $p>.05$).

APPENDIX V

Summary of PLS Experimental Class Teacher Packet Ratings
By Item and Subject Area

APPENDIX V

SUMMARY OF FLS EXPERIMENTAL CLASS TEACHER PACKET RATINGS
BY ITEM AND SUBJECT AREA

PACKET RATING FORM

Name of Teacher _____ Dates Packet Was Used _____ Packet Number _____

Instructions: Based upon your review of the packet's material and your observations, indicate the degree to which you agree or disagree with each of the statements listed below. Read each statement, then circle the appropriate numbered response using the key which follows:

5 = Strongly agree

4 = Agree more than disagree

3 = Undecided

2 = Disagree more than agree

1 = Strongly disagree

X = This statement is not applicable

IMPORTANT NOTE: Regardless of your response, we would appreciate your comments. If you require more space, please use the other side of this response sheet. Thank you.

		MEAN RATING SCORE							
		ENGLISH		MATHEMATICS		SOCIAL STUDIES		TOTALS	
A.	STATEMENTS OF CLARITY	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
1.	The packet objectives" are clearly stated. 5 4 3 2 1 X	26*	4.44	27*	4.63	18*	4.56	71*	4.54
2.	The "instructional procedures" written for teachers are clear. 5 4 3 2 1 X	26*	3.96	27*	4.37	18*	4.33	71*	4.22

* N includes only those assessments which received a score of from 1 to 5 (See Scale Above).

5 = Strongly agree 4 = Agree more than disagree 3 = Undecided 2 = Disagree more than agree 1 = Strongly disagree X = This statement is not applicable

		MEAN RATING SCORE							
		ENGLISH		MATHEMATICS		SOCIAL STUDIES		TOTALS	
A.	STATEMENTS OF CLARITY (Continued)	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
3.	The packet has clearly identified answer keys that correspond to each activity. 5 4 3 2 1 X	21	2.95	23	3.35	18	3.67	62	3.32
4.	The activity worksheet directions for students are understandable. 5 4 3 2 1 X	26	3.50	27	3.78	20	4.55	73	3.94
B.	STATEMENTS OF EFFECTIVENESS TOTALS	99	3.75	104	4.06	74	4.55	277	4.03
1.	The "instructional overview" provides teachers with an appropriate summary of the packet's content. 5 4 3 2 1 X	25	4.32	27	4.41	16	4.19	68	4.31
2.	The packet features a variety of instructional methods. 5 4 3 2 1 X	27	3.78	27	3.93	20	3.90	74	3.87
3.	The vocabulary activity will support the language development of students. 5 4 3 2 1 X	25	3.32	27	4.63	20	4.25	72	4.07
4.	The featured instructional methods are practical for classroom use. 5 4 3 2 1 X	27	4.04	27	4.07	19	4.42	73	4.18

[illegible] than disagree [illegible] than agree [illegible] disagree X = this statement is not applicable [illegible]

		MEAN RATING SCORE							
		ENGLISH		MATHEMATICS		SOCIAL STUDIES		TOTALS	
B.	STATEMENTS OF EFFECTIVENESS (Cont'd)	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
5.	The instructional activities facilitate the attainment of the packet's objective. 5 4 3 2 1 X	26	3.89	27	4.26	19	4.21	72	4.12
6.	The packet's content adequately addresses the stated topic. 5 4 3 2 1 X	27	3.82	26	4.19	20	4.30	73	4.10
7.	The pre/posttest measures the outcomes of the packet as defined by the objectives. 5 4 3 2 1 X	23	3.70	22	3.37	20	4.10	65	3.72
C.	STATEMENTS OF USABILITY TOTALS	180	3.84	183	4.12	134	4.20	497	4.06
1.	A teacher with little prior knowledge of the packet's content could easily implement the packet in the classroom. 5 4 3 2 1 X	27	4.04	26	3.73	20	4.35	73	4.04
2.	The packet's content is arranged in an orderly sequence. 5 4 3 2 1 X	27	4.00	26	4.12	19	4.26	72	4.13

Agree than disagree than agree

C.	STATEMENTS OF USABILITY (Continued)	MEAN RATING SCORE ENGLISH N	ENGLISH $\bar{X}$	MATHEMATICS N	MATHEMATICS $\bar{X}$	SOCIAL STUDIES N	SOCIAL STUDIES $\bar{X}$	TOTALS N	TOTALS $\bar{X}$
3.	The packet emphasizes essential skills that adults must possess to function competently in everyday life. 5 4 3 2 1 X	25	4.60	25	4.52	19	4.37	69	4.50
4.	The packet held the interest of students. 5 4 3 2 1 X	25	3.96	25	3.72	18	4.06	68	3.91
5.	The instructional activities permit students to adequately practice the skills emphasized in the 5 4 3 2 1 X	24	3.79	24	3.83	18	4.17	66	3.93
6.	The packet's content is adaptable for most school settings (e.g. rural/ suburban/urban; integrated/ segregated). 5 4 3 2 1 X	26	4.46	25	4.24	19	4.32	70	4.34
	TOTALS	154	4.14	151	4.03	113	4.26	418	4.14

D ASSESSMENT SUMMARY - Please use the space below to make any additional or summary comments.

English Packet #10 - Best of assigned units. Students quite interested and class work relevant. Also, generated some fine class discussions.

Mathematics Packet #18 - Student clothing inventory of little use in class.

Mathematics Packet #1 - Some of the activities could be more specific.

Social Studies Packet #26 - I had no problems presenting materials. Some teachers might want a little help on how to present to class.

Social Studies Packet #27 - The students seemed very interested and considered it to be very beneficial.

(USE OTHER SIDE IF NECESSARY)

153

APPENDIX W

SUMMARY OF EXPERIMENTAL
CLASS TEACHER PACKET ASSESSMENTS
BY PACKET AND CONTENT CATEGORY

ENGLISH

Packet No.	Clarity		Effectiveness		Usability		Packet's Mean Rating Score	
	N*	$\bar{X}$	N*	$\bar{X}$	N*	$\bar{X}$	N* Total	$\bar{X}$
1	9	4.77	21	4.42	18	4.55	48	4.58
2	8	3.12	13	3.38	12	3.66	33	3.38
3	5	3.40	12	3.83	12	4.16	29	3.79
4	12	4.33	20	4.75	18	4.61	50	4.56
5	12	4.16	21	3.76	18	4.11	51	4.01
6	12	3.83	19	4.21	17	4.41	48	4.15
7	11	2.81	20	3.85	15	4.00	46	3.55
8	8	2.75	14	2.71	12	3.16	34	2.87
9	11	3.27	20	2.90	14	3.71	45	3.29
10	11	4.09	20	4.15	18	4.67	49	4.30

MATHEMATICS

Packet No.	Clarity		Effectiveness		Usability		Packet's Mean Rating Score	
	N*	$\bar{X}$	N*	$\bar{X}$	N*	$\bar{X}$	N*	$\bar{X}$
11	7	3.85	14	4.41	12	4.41	33	4.05
12	12	3.91	19	3.89	18	4.05	49	3.95
13	12	4.33	21	4.33	18	4.00	51	4.22
14	12	4.16	18	4.77	12	4.66	42	4.53
15	11	4.54	21	4.14	18	4.50	50	4.39
16	12	4.16	21	4.38	14	3.64	47	4.06
17	8	3.37	13	3.46	11	3.45	32	3.42
18	12	3.56	21	4.04	18	4.11	51	3.93
19	12	4.00	21	4.14	18	4.27	51	4.13
20	7	3.85	14	4.07	12	3.66	33	3.86

SOCIAL STUDIES

Packet No.	Clarity		Effectiveness		Usability		Packet's Mean Rating Score	
	N*	$\bar{X}$	N*	$\bar{X}$	N*	$\bar{X}$	N*	$\bar{X}$
21	12	4.41	20	4.05	14	4.14	46	4.20
22	8	4.50	14	4.50	11	4.36	33	4.45
23	1	5.00	6	4.66	5	5.00	12	4.88
24	12	4.25	21	3.95	18	4.55	51	4.25
25	8	4.00	13	4.07	12	4.33	33	4.13
26	1	5.00	6	4.50	6	4.50	13	4.66
27	12	4.58	21	4.33	18	4.72	51	4.54
28	8	3.87	13	3.23	12	3.50	33	3.53
29			No data collected					
30	12	3.83	20	3.95	17	3.64	49	3.80

*N includes the number of assessments made within each category.
Only those assessments which received a score of from 1 to 5 were included. Omits and X designation (This item is not applicable) were excluded from "N" count.

APPENDIX X

SUMMARY OF STUDENT
REACTION OF FLS PACKET MATERIALS
(N=214)

DIRECTIONS: Recently, your teacher has taught you with materials and a test that were developed as part of a new project, the FUNCTIONAL LIFE SKILLS PROJECT. We would like to obtain your reactions and feelings about them. The following survey is made up of statements about the materials and test. Read each statement carefully and then mark the space on your General Purpose Answer Sheet which corresponds with your opinion. THERE ARE NO RIGHT OR WRONG RESPONSES. Your honest opinion, whatever it is, is the right response for you.

Darken only one response for each statement. Do not skip any statement. All of your responses should be recorded in Column 1, Items 1-20 on your answer sheet. Be sure that the number on your answer sheet matches the number of the statement when you are marking your response. Darken the responses on your answer sheet using the following code:

A=True B=False E=Not Sure

DO NOT PLACE ANY OF YOUR RESPONSES IN CIRCLES C OR D ON THE ANSWER SHEET

I. Questions About the Material

	Response Code			
	TRUE	FALSE	NOT SURE	OMIT
1. I found the material to be clear and easy to understand.	70%	15%	14%	1%
2. The material helped me learn about things I did not know before.	74%	21%	5%	1%
3. I think more students in my school should be taught the material.	64%	16%	18%	2%
4. The material was too hard for me.	6%	81%	11%	2%
5. There was too much material for me to learn.	12%	73%	13%	2%
6. I found that there was too little time to learn the material.	16%	70%	11%	3%
7. My regular classwork has taught me more useful things than what I have learned from these materials.	27%	48%	21%	4%

(Continued on Opposite Side)

	Response Code			
	TRUE	FALSE	NOT SURE	OMIT
8. I would like to be taught using more of the material.	48%	26%	25%	1%
9. The material was too easy for me.	24%	56%	19%	1%
10. I found the material to be dull.	32%	48%	18%	2%
11. The topics covered in the material were not the kinds of things I need to know when I graduate from high school.	21%	68%	8%	3%
12. I think my teacher did not like the material.	15%	48%	34%	3%

II. Questions About the Test

13. I found the test to be fair.	80%	14%	5%	1%
14. The test showed how well I learned the material.	72%	13%	13%	2%
15. The test was too hard for me.	7%	83%	8%	2%
16. I believe the test should be taken by all students who use the material.	76%	13%	8%	3%
17. The test was too easy for me.	21%	58%	17%	4%
18. I was given enough time to complete the test.	84%	9%	4%	3%
19. I was able to answer most questions on the test because the material taught me what I needed to know.	78%	13%	8%	1%
20. I think my teacher did not like the test.	9%	50%	36%	5%

APPENDIX Y

COMPARISON OF FLS LESSON PACKET
PANEL REVIEW RATINGS
(September, 1978 Panel Review vs. August, 1979 Panel Review)

	Packet No.	Sept. 1978 Rating Score	August, 1979 Rating Score	Packet No.	Sept. 1978 Rating Score	August, 1979 Rating Score
English	1	167	177	6	137*	178
	2	166	178	7	144	170
	3	160	171	8	139	178
	4	149*	171	9	123*	176
	5	136*	173	10	147	164
Mathematics	11	172	174	16	162	178
	12	166	162	17	156	170
	13	140*	177	18	131	178
	14	163	164	19	130	176
	15	163	169	20	132*	164
Social Studies	21	163	175	26	153	152
	22	161	179	27	151	159
	23	161*	171	28	150	177
	24	156	164	29	150	167
	25	154	178	30	108	169

* Score represents average assessment rating given two packets whose contents were consolidated after the September, 1978 panel review assessments were completed.

APPENDIX Z

EVALUATION REPORT
FUNCTIONAL LIFE SKILLS PROGRAM
PRESENTATION TO ENGLISH TEACHERS
SEPTEMBER 5, 6 and 7, 1979

At the three meetings under the direction of Mr. Raymond W. Clifford, the Functional Life Skills Program was described by Mildred Westmoreland, and lesson packets were examined and discussed by all of the senior high school English teachers. The presentation took approximately 45 minutes. Mr. Clifford distributed a reaction sheet which included the following question:

> "Do you feel the Functional Life Skills materials can be helpful to you? Explain briefly."

Of the 118 respondents, 90 gave an unqualified "Yes" to the materials. A few of the comments are quoted below:

> [The program] will provide materials helpful to all students in some way and especially will be helpful to those who need basic skills programs.
>
> ...will give direction toward forecasting a minimum requirements state adoption
>
> Some of the materials would...be ideal to use as homework assignments...in 'skills' classes.
>
> ...appropriate for individual use....
>
> The lessons are of high interest. They can be covered in a short time.
>
> Gives me an idea for structuring [other] materials in this area.
>
> I would like to see something like this for 11th and 12th grade levels, too.
>
> ...all students need these guidelines for survival in our society
>
> This information will save me a great deal of time and research in these areas.
>
> [The materials] ...seem thorough and are attractive to use

Evaluation Report

One out of 118 replied, "No," commenting that the materials were "not related to teaching areas."

The remaining 27 respondents gave a qualified "Yes" to the program. Among the comments were the following:

There had been insufficient time to evaluate the materials.

The materials did not apply to the teacher's schedule or to English classes, or they should be used sparingly for various reasons.

The problem of duplicating the materials would be a hindrance to their use because of lack of supplies and money in the schools.

The material is too "easy" to spend so much time on. (one teacher)

The material is too "hard" for skills classes. (one teacher)

There will be need for planning use of the materials to make sure they are not "overworked."

MW/dd
9/25/79